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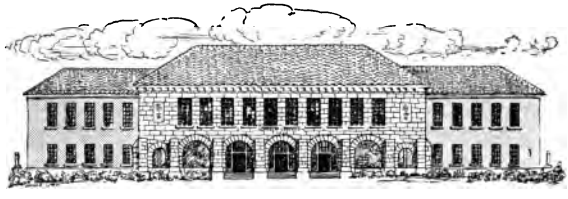

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THE

MASSACHUSETTS TEACHER.

EDITED BY A COMMITTEE OF

The Massachusetts Teachers' Association.

VOL. IV.

BOSTON:

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1851.

THE

MASSACHUSETTS TEACHER.

Vol. IV. No. 1.] By the Boston Editors. [January, 1851.

NOTICE TO SUBSCRIBERS.

It will be observed that Professor Agassiz was announced as the Editor of the January number of the Teacher. But his engagements, at the present time, are so numerous and urgent, that he finds it impossible now to comply with the expectations of the readers of this journal. Regretting the unavoidable disappointment, the Editors for the current year resident in Boston, assume the responsibility of this number.

From the Report of the transactions of the Massachusetts State Teachers' Association, it will be seen that two prizes are offered for Essays from female teachers; also, that a Committee was chosen to furnish to the Editor of each number items of news, and statistical matter pertaining to the subject of education.

The success and circulation of the Teacher, for the last year, have been as great as could reasonably be expected. It is believed that no future efforts will be spared to render the periodical instructive and useful, and hopes are entertained that, for the good of the cause to which its columns are devoted, its circulation will be much increased, and that its pages will be familiar, not only to the teachers of New England, but also to those of our sister States more remote.

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CONVENIENT AND ATTRACTIVE SCHOOL-HOUSES.

THE necessity of attractive and convenient school-houses is so obvious, that we pass by much that might be said on the importance of well-constructed school-houses, to dwell for a moment upon one single thought connected with the subject.

Were there no other consideration to be taken into view in making school-houses of symmetrical proportions, in keeping the paint fresh and the windows whole, in furnishing blinds, in inclosing ground, and, (when practicable, as it always is in the country,) in cultivating ornamental shade trees, that of the influence of these external arrangements on the tastes and character of children is too important to be overlooked.

Character is indeed chiefly formed by the influence of mind upon mind; yet we are so constituted in relation to the external world, that matter has much to do in determining human character, and particularly in the formation of taste. Beauty, order, and grandeur in external forms, affect the mind and shape the character. The tastes of children are early formed, and it is of vital importance to their happiness and usefulness in life, that their tastes be developed judiciously. Book knowledge is a small part of education. The very term education implies something far beyond. It is the leading out of the mind, the cultivation of the heart, the discipline of the young powers by every gentle appliance. the rousing of the energies to healthful and increasing action. With these, the outward world, externals have much to do. The character and taste of a child are strongly influenced by his associations with the place where he learns his alphabet, cons his simple lessons, and spends so important a period of life in preparation for the active duties of a citizen. Let these not be gloomy, but pleasant. Let no parent or teacher leave his child or pupil to suppose that the great end of school-going is to enter every morning a desolate house, to sit still on a bench with arms folded, or fingers dove-tailed, in mortal fear of punishment if he fail of these. Rather let parent and teacher make the school-house and all its environs attractive to the child and pupil. Let the observant eye of the child rest on what is neat and tasteful. Let not his original susceptibility of beauty be crushed, but tenderly quickened and influenced. Let him be surrounded by objects which shall call forth to bless his life —

"The form of beauty, smiling at the heart."

Next in vividness to the memories of our childhood's home, are those of the place where we first went to school. They loom up in the retrospect of our lives with distinctness and reality. The aged man who has forgotten, perhaps, the events of the last

week, or year, remembers and will never forget the place of his school-days;—so strong is the recollection which the children of our Commonwealth will retain, scores of years hence, of the several places where they now learn the rudiments of knowledge.

If, therefore, parents and teachers would paint a picture on the immortal canvas of a youthful mind, of which they will not be ashamed, next to having homes comfortable and tasteful, let them make the school-house neat and attractive. There will be found in every community, individuals who attach little importance to this subject. The reason for this may, in part, be attributable to the unfortunate circumstances in which their own early feelings and tastes were developed. May they not have suffered through their whole lives from undeveloped and misguided tastes? If their only associations with school-houses are of dilapidated walls, broken windows, smoky ceilings, soiled floors, whittled desks, and uncomfortable seats, it is not strange. Yet such persons, on reflection, may, perhaps, see with more clearness the justice of this subject, as travellers in foreign lands, rich in all that is gloriously luxuriant, appreciate far more each sunny hue, melodious sound, and lovely configuration, than they who have dwelt their lifetime among such scenes.

FAITH DEVELOPS TRUE GREATNESS.

Faith, that is to say, in all possible spheres the *vision* of the *invisible*, and the *absent* brought *nigh*, is the energy of the soul and the energy of life. We do not go too far in saying that it is the point of departure for all action; since to act is to quit the firm position of the present, and stretch the hand into the future. But this at least is certain, that faith is the source of everything in the mind of man, which bears a character of dignity and force. Vulgar souls wish to see, to touch, to grasp; others have the eye of faith, and they are great. It is always by having faith in others, in themselves, in duty or in the Divinity, that men have done great things. Faith has been, in all times, the strength of the feeble, the salvation of the miserable. In great crises, in grand exigencies, the favorable chance has always been for him who hoped against hope. And the greatness of individuals or of nations may be measured precisely by the greatness of their faith.—*Vinet.*

COLLEGIATE EDUCATION.

Among the most encouraging educational features of the present time, may be reckoned the measures taken in some of our highest academical institutions, to adapt the course of study to the real wants of the age, and to assign appropriate honors to that kind of knowledge which is best suited to the existing demands. In former times, the professions of medicine, law, and divinity, embraced a great proportion of the talent and learning of the community. These professions found their most abundant sources of information in the ancient classics. And as the universities of Europe and the colleges of our own country were instituted especially to prepare young men for these professions, the object was to adapt the course of studies to the peculiar wants of these classes; hence the study of Greek and Latin not only received the principal attention, but also claimed the highest literary distinctions.

But since the establishment of our own colleges, and especially since the commencement of the present century, succeeding years have produced a great and important change of circumstances. New sciences have been created, and old ones have been revolutionized; theories that had hitherto satisfied the world have been exploded, and have given place to others more consistent with facts; the powers of nature have been more extensively impressed into the service of man; the natural resources of the globe have been more fully developed; and the useful arts have assumed a vastly higher degree of importance. Hence many new branches of study became essential, and new departments were, in our own country especially, added to the collegiate course. But still, in a vast plurality of cases, they were added to show what studies were permitted, rather than as indicative of what could be really and faithfully, not to say extensively, learned. Moreover, degrees, if in any respect and in any colleges conferred upon literary merit, have been granted, in a great measure, upon a presumed amount of classical attainments; and other academical distinctions have been based upon the same grounds. It may be remarked, however, with respect to the degrees of A. B. and A. M., that they signify absolutely nothing with regard to attainments, except that the student was supposed, at the time of his matriculation, to possess knowledge sufficient to entitle him to admission. Still there is a *prestige* attached to a degree, which exerts anything but a salutary influence. A public opinion, an opinion of *right* founded upon *prescription*, has pervaded the college atmosphere, which identifies scholarship with the classical attainments of the undergraduate, and

honorable rank in subsequent life with the so-called learned professions.

Many a graduate must have learned from experience, that a a student might be well versed in mineralogy, geology, botany, chemistry, or the modern languages, and yet be esteemed of almost no account as a scholar.

But the busy, living world knows its own wants, and will hold in high estimation what conduces most to promote its interests, especially those interests which are of a material nature. Our many railroads, our fleets of steam vessels, our magnetic telegraphs, our public and private architectural works, our extensive and varied manufactures, our immense and diversified mineral wealth, our agricultural resources, our universal education, all demand talent, knowledge and skill, of the highest order. Professional men are good in their place, are necessary to the well-being of society, but not more beneficial, not more essential to the common weal, than they who are well qualified to supply the wants of the departments above mentioned.

The truth of what has been stated is beginning to be appreciated by the managers of our collegiate institutions; and we hail with gladness all judicious attempts to accommodate the course of study in those institutions to the actual wants of the community. The public voice in England is gradually effecting a change in the universities of that country. But it is in the colleges of our own land that we are particularly interested.

Among the beneficial changes, we would mention the foundation of the Lawrence Scientific School at Cambridge, and the appointment at that institution of several professors, eminent in those departments of knowledge especially in demand. In particular would we mention Professor Agassiz, whose extensive erudition, glowing enthusiasm, and untiring perseverance, are destined, we believe, to accomplish wonders in the prosecution of the several natural sciences. Let the designs of the munificent founder be carried out, let the course of instruction be particularly thorough and practical, let the cost of tuition be within the means of the middling classes, let eminence of scholarship in that institution be held in equal honor with distinction in the old college departments, and it will prove an instrument of inestimable advantage.

But the most remarkable step towards supplying the *desiderata* of the times, is the change recently introduced into Brown University at Providence. This change is particularly attributable to the President, the Rev. Dr. Wayland, whose very able Report, made to the Corporation last March, is now before us. But we prefer that President Wayland should

speak for himself, and therefore we shall introduce some extracts from his Report. In regard to the general principles and the particularities of the plan proposed, he says:

Were an institution established with the intention of adapting its instruction to the wants of the whole community, its arrangements would be made in harmony with the following principles.

1. The present system of adjusting collegiate study to a fixed term of four years, or to any other term, must be abandoned, and every student be allowed, within limits to be determined by statute, to carry on, at the same time, a greater or less number of courses as he may choose.

2. The time allotted to each particular course of instruction would be determined by the nature of the course itself, and not by its supposed relation to the wants of any particular profession.

3. The various courses should be so arranged, that, in so far as it is practicable, every student might study what he chose, all that he chose, and nothing but what he chose. The Faculty, however, at the request of a parent or guardian, should have authority to assign to any student, such courses as they might deem for his advantage.

4. Every course of instruction, after it has been commenced, should be continued without interruption until it is completed.

5. In addition to the present courses of instruction, such should be established as the wants of the various classes of the community require.

6. Every student attending any particular course, should be at liberty to attend any other that he may desire.

7. It would be required that no student be admitted as a candidate for a degree, unless he had honorably sustained his examination in such studies as may be ordained by the corporation; but no student would be under any obligation to proceed to a degree, unless he chose.

8. Every student would be entitled to a certificate of such proficiency as he may have made in every course that he has pursued.

The courses of instruction to be pursued in this institution might be as follows:

1. A course of instruction in Latin, occupying two years.
2. " " in Greek, " "
3. " " in three Modern Languages.
4. " " in Pure Mathematics, two years.
5. " " in Mechanics, Optics, and Astronomy, either with or without Mathematical Demonstrations, 1 1-2 years.
6. A course of instruction in Chemistry, Physiology and Geology, 1 1-2 years.
7. A course of instruction in the English Language and Rhetoric, one year.
8. A course of instruction in Moral and Intellectual Philosophy, one year.
9. A course of instruction in Political Economy, one term.
10. " " in History, one term.
11. " " in the Science of Teaching.
12. " " on the Principles of Agriculture.
13. " " on the Application of Chemistry to the Arts.
14. " " on the Application of Science to the Arts.
15. " " in the Science of Law.

Some of these courses would require a lesson or lecture every working day of the week, others only two or three in the week. Any professor might be allowed to conduct the studies of more than one course, if he could do it with advantage to the institution.

The reasons for the change suggested may be learned from the following paragraphs.

1. It is just.—Every man who is willing to pay for them, has a right to all the means which other men enjoy, for cultivating his mind by discipline, and enriching it with science. It is therefore unjust, either practically or theoretically, to restrict the means of this cultivation and discipline to one class, and that the smallest class in the community.

If every man who is willing to pay for them, has an *equal* right to the benefits of education, every man has a *special* right to that *kind* of education which will be of the greatest value to him in the prosecution of useful industry. It is therefore eminently unjust, practically to exclude the largest classes of the community from an opportunity of acquiring that knowledge, the possession of which is of inestimable importance, both to national progress and individual success. And yet we have in this country, one hundred and twenty colleges, forty-two theological seminaries, and forty-seven law schools, and we have not a single institution designed to furnish the agriculturist, the manufacturer, the mechanic, or the merchant, with the education that will prepare him for the profession to which his life is to be devoted.

Our institutions of learning have generally been endowed by the wealth of the productive classes of society. It is surely unjust that a system should be universally adopted, which, practically, excludes them from the benefits which they have conferred upon others.

2. It is expedient.—The moral conditions being equal, the progress of a nation in wealth, happiness, and refinement, is measured by the universality of its knowledge of the laws of nature, and its skill in adapting these laws to the purposes of man. Civilization is advancing, and it can only advance in the line of the useful arts. It is, therefore, of the greatest national importance to spread broadcast over the community, that knowledge, by which alone the useful arts can be multiplied and perfected. Every producer, who labors in his art scientifically, is the best of all experimenters; and he is, of all men, the most likely, by discovery, to add to our knowledge of the laws of nature. He is, also, specially the individual most likely to invent the means by which those laws shall be subjected to the service of man. Of the truth of these remarks, every one must be convinced, who will observe the success to which any artisan arrives, who, fortunately, by his own efforts, (for at present he could do it in no other way,) has attained to a knowledge of the principles which govern the process in which he is employed.

Suppose that, since the Revolution, as much capital and talent had been employed in diffusing among all classes of society, the knowledge of which every class stands in need, as has been employed in inculcating the knowledge needed in preparation for the professions, is it

possible to estimate the benefits which would have been conferred upon our country? The untold millions that have been wasted by ignorance, would have been now actively employed in production. A knowledge universally diffused of the laws of vegetation, might have doubled our annual agricultural products. Probably no country on earth can boast of as intelligent a class of mechanics and manufacturers, as our own. Had a knowledge of principles been generally diffused among them, we should already have outstripped Europe in all those arts which increase the comforts, or multiply the refinements of human life. Perhaps, in the earlier history of our country, such knowledge would not have been adequately appreciated. That period, however, has now passed away. An impulse has been given to common school education, which cannot but render every man definitely sensible of his wants, and consequently eager to supply them. The time then would seem to have arrived, when our institutions of learning are called upon to place themselves in harmony with the advanced and rapidly advancing condition of society.

3. IT IS NECESSARY.—To us, it seems that but little option is left to the colleges in this matter. Any one who will observe the progress which, within the last thirty years, has been made by the productive classes of society, in power, wealth, and influence, must be convinced that a system of education, practically restricted to a class vastly smaller, and rapidly decreasing in influence, cannot possibly continue. Within a few years, the manufacturing interest has wrung the corn laws from the aristocracy of Great Britain. Let any one recall the relative position of the professions, and of the mercantile and manufacturing interests, in any of our cities, twenty years since, and compare it with their relative position now, and he cannot but be convinced, that a great and a progressive change has taken place. Men who do not design to educate their sons for the professions, are capable of determining upon the kind of instruction which they need. If the colleges will not furnish it, they are able to provide it themselves; and they will provide it. In New York and Massachusetts, incipient measures have been taken for establishing agricultural colleges. The bill before the legislature of New York, provides for instruction in all the branches taught in our colleges, with the exception of languages. It is to be, in fact, an institution for giving all the education which we now give, agricultural science being substituted for Latin and Greek. What is proposed to be done for the farmers, must soon be done either for or by the manufacturers and merchants. In this manner, each productive department will have its own school, in which its own particular branch of knowledge will be taught, besides the other ordinary studies of a liberal education. A large portion of the instruction communicated will thus be the same in all. Mathematics, Mechanics, Chemistry, Physiology, Rhetoric, Moral and Intellectual Philosophy, and Political Economy, will be taught in them all. The colleges teach precisely the same sciences, with the addition of Latin and Greek, in the place of the knowledge designed in these separate schools, for a particular profession.

If the *prestige* of colleges should be thus destroyed, and it be found that as good an education as they furnish can be obtained in any of those other schools, the number of their students will be seriously diminished. If, by this dissemination of science among all the other

classes of society, the tendency towards the professions should be still farther arrested, the colleges will be deserted by yet larger numbers. They may become very good foundations for the support of instructors, but very few will be found to avail themselves of their instructions.

Is not such a result as this to be deplored? Is it desirable that so many teachers should be employed in teaching precisely the same things? All the branches of general science, taught in any one generous school, must be taught in them all. The colleges already have existing arrangements for teaching them. They are, to a considerable extent, supplied with libraries, apparatus, and all the means of instruction. Would it not seem desirable, that they should so far modify their system, as to furnish all the instruction needed by the various classes of society, who desire special professional teaching, and so arrange their courses of general knowledge, that all, of every class, may, with equal facility, avail themselves of their advantages? In this manner the colleges will reap all the benefit arising from the diffusion and progress of knowledge. Pursuing any other course, they would seem to suffer injury from one of the most hopeful indications of the progress of civilization.

From the college catalogue for 1850–51, it appears that a plan of studies, in accordance with the general principles of the Report, has been adopted. Classes of studies are designated, for proficiency in which the student is entitled to the *Degree of Bachelor of Arts*. The design of this department is to qualify young men for the professions. Other studies are specified, a competent knowledge of which is signified by the *Degree of Bachelor of Philosophy*. This degree "is designed for those students who are intended for the pursuits of active life." "*The Degree of Master of Arts* is intended for those students who desire to pursue a full course of liberal education." The list of studies for this grade is considerably comprehensive; it *may* be completed in four years, but if generously pursued, it may well employ the student for a much longer period. These degrees, it is to be observed, are all based upon proficiency ascertained by an examination of the candidates. Hence the time may perhaps be anticipated, when college honors shall have some significancy, with regard to the merits of the graduate. On the whole, we must regard the new arrangement in this university as highly conducive to its own particular usefulness, and to education generally.

THE VOCATION ONCE MORE.

Our ears are often assailed in these days with woful lamentations over the low estimation in which the profession of teaching is held, and the provoking backwardness of the community to discover and acknowledge its importance and its merits. One feels it a grievance, that in our National Festivals, schoolmasters should be tacked upon the tail of the procession, and that, while the Clergy, the Army, the Navy, and the Militia are toasted, there is no toast for Education or its professors, although education in its true sense, is the most important of all conservators of republican liberty. Another complains because the business of instruction has not been voted a learned profession, and placed on the platform with Law, Physic, and Divinity, and admitted to the same honors and emoluments. Others still are dissatisfied with the tone of the current literature and the newspaper press, which too often deal praise upon education, and sneers upon its professors. This class can hardly forgive Sir Walter Scott and Washington Irving for introducing to the world Dominie Sampson and Ichabod Crane.

Now that this is a true bill, we shall neither affirm nor deny. But suppose it to be true. Suppose the charges to be much more numerous and aggravated. What then? Whose fault is it? I beg you, gentlemen, who make the complaints, to examine yourselves closely, and review your own course in regard to your profession. Have you discharged all your obligations to it?

Every man owes a debt to his profession, unless he has paid it. My good sirs, let me inquire if you have paid yours? Have you ever paid the interest on it? If not, pray do not complain that the whole corporation is bankrupt. We may be singular and eccentric. But we have opinions, and they are ours. When we can find better ones, we will exchange.

We hope we shall give no offence by making some of them known.

In the first place, then, it is our humble opinion, that every teacher who means to escape the imputation of being a dead weight upon his profession, and upon the cause of education, must patronize some educational journal, and read it, if he does not contribute to its columns.

Not that every teacher who does not now patronize and read a publication devoted to the interests of education and the business of teaching is actually a reproach to his profession, but he is in danger of becoming such. He is liable to deteriorate, and fall into a retrograde motion, relatively, at least, if *not absolutely*.

But if such a teacher, by his short-sighted and illiberal policy, does not positively contribute to bring his profession into disrepute, he must himself confess that he leaves undone that which would tend to elevate it to its true rank, and at the same time build up his own improvement. If a teacher reads diligently what pertains to his business, he will keep bright; and if he writes upon it occasionally, he will keep brighter. A growing teacher is honored, and brings honor upon his calling.

But the duty of teachers to sustain educational journals, rests not merely on immediate personal advantage. They should do it for the cause of education. The press is an engine which we should use to create a correct and healthy public sentiment on the subject. If we will not use it when it is in our power, then let us not be so unreasonable as to repine if we are sufferers by the neglect. There is no way in which a teacher can do so much with the same outlay to promote education, the interests of his profession, and his own improvement, as by paying a dollar, annually, for an educational journal.

Another duty which every teacher owes to his profession is that of attending, annually, at least *one* Teachers' Convention. It is worthy of observation that no one has ever called in question the utility of these gatherings, except those who have not been in the habit of attending them. Absentees are not so good judges as those who attend. "The proof of the pudding is in the eating." The beneficial effects of such meetings, both upon teachers and the community, are too obvious to need extended illustration.

They promote good fellowship and fraternal feelings between the members of the profession; new interest and enthusiasm are awakened by the new and encouraging views of the business which are presented; and much useful and solid information is to be gathered from lectures, discussions, and conversations. Let those who have not hitherto availed themselves of their advantages neglect it no longer. At least let no one ever complain of the state of the profession, till he has discharged the obvious obligations due to it from himself.

TRAINING OF IDIOTS.

We have a twofold object in offering to the readers of the Teacher a short article on this subject. In the first place, it is a subject of no inconsiderable interest, whether viewed with reference to its novelty—the number and character of those whose good is sought—or the results which have already attended the efforts made.

Besides, there is, perhaps, no one influence which makes so much against permanency in the teacher's profession, and the consequent elevation of the office, as the feelings of impatience which teachers too often allow themselves to cherish and express in view of what they consider the *repulsive* features of their work. Now let us look at the materials on which the teacher of the *idiot* has to labor, and seriously ask ourselves, whether, after all, our patience is put to a test worth naming. Do we have to endure the constant sight of the most loathsome objects? Are we compelled, every step we take, to rack our invention to devise some new and unheard-of process by which to awaken the faintest glimmerings of intellect? Do we have to toil a whole year, and then find that all we have accomplished is to teach an apparently healthy boy of six or eight years the use of his limbs? Let us henceforth imitate the benevolence, the self-sacrificing spirit, the patience, the FAITH, of the teacher of the idiot, and apply ourselves with new zeal and increased ardor to promote the intellectual and moral well-being of our pupils. The history of the movement in behalf of the idiotic, so far as we can gather from the documents at hand, is briefly this. Not far from the year 1830 the condition of the idiotic in the insane hospital at Biçêtre attracted the attention of certain leading physicians, and especially of M. Ferrus, the Inspector General of the Lunatic Asylums of France. He organized a school for them, caused them to be taught habits of order and industry, and to be instructed in reading, writing, arithmetic, and gymnastic exercises. This attempt was speedily followed by more systematic and extensive efforts, both at Biçêtre and at Paris, for the improvement of this unfortunate class of beings. The late George Sumner, in a letter to Dr. S. G. Howe, in 1846, speaks of about one hundred who were then enjoying the benefits of these benevolent efforts; and says they were making very surprising progress. In 1848 an association was formed and funds raised in England, with this object in view. What success has attended those efforts we are unable to say. In the United States, to Massachusetts belongs the honor of making the first movement in this benevolent work. A commission was appointed by the Legislature in 1846, at the head of which was Dr. Howe, "to inquire into the

condition of the Idiots of the Commonwealth." This commission reported in part in the winter of 1847, and made their final report in the winter of 1847–8. This report was followed by an act of the Legislature appropriating twenty-five hundred dollars annually, for three years, to defray the expense of teaching ten idiot children, as an experiment. The report of the first year's experiment, made last winter to the Legislature by Dr. Howe—a very interesting document, is now before us. From this report, and from an article in the Westminster and Foreign Quarterly Review, of 1848, we shall take a few extracts, to make up, for the most part, the remainder of this article.

By a calculation based on a careful examination of sixty-three towns, Dr. Howe estimates the "human beings, who are condemned to hopeless idiocy," in this State, "who are considered and treated as idiots by their neighbors, and left to their own brutishness," at the astounding number of *fourteen or fifteen hundred.*

The objects aimed at in teaching idiots may be gathered from the following extract taken from pp. 26, 27, and 28 of the report:

It is not expected that those who are below the grade of simpletons will ever gain such acquaintance with the common branches of learning, as will be of much ornament or *direct* use to them. It is not expected that they will be raised to a level with ordinary persons, or play an independent part in the world and take care of themselves. Great pains are taken, indeed, to teach them to read simple sentences,—to count, to write, to sing; but this is not with the expectation that they will ever be able to do these things well, or have any direct benefit from them, but mainly with a view to training and strengthening their intellectual faculties by *exercise* in the attempt to learn them.

It is hoped to train them up to cleanliness and decency; to prevent or root out vicious and debasing habits; to moderate their gluttonous appetites; and to lessen the strength of the animal nature, generally, by calling into some activity the higher feelings and desires, and by substituting constant occupation for idleness.

It is proposed to train all the senses and perceptive faculties by constant and varied exercise; to strengthen the power of attention; to teach, as much as possible, the rudiments of knowledge; to develop the muscular system; and to give some degree of dexterity in simple handicraft. Efforts will be made to call out their social affections, and to lessen their inordinate selfishness, by awakening some feeling of regard for others, in return for kindness and love manifested towards them.

The still harder task will be attempted of appealing to the moral sense, and drawing out what little capacity there may exist for comprehending right, for exercising conscience, and for developing the religious sentiment.

It is hoped that part of them will gain some really useful knowledge; that most of them will become cleanly, decent, temperate, and indus-

trious; and that all of them will be better and happier from the efforts made in their behalf.

If the experiment should succeed, the good done to the ten individuals who are the subjects of it, compared to the good that must follow to others, will be as the grain of mustard seed to the goodly tree, in whose branches the fowls of the air find rest. The capacity of idiots for culture once shown, Massachusetts will gather them from the alms-houses and the by-places, and give them careful nurture and instruction; and when Massachusetts shall show to her sister States these redeemed ones, snatched from the slough of brutishness, and made tidy, and decent, and industrious, and happy, — then her example of true and practical Christianity will be followed by others; and thousands who are are now grovelling in filth, and depravity, and wretchedness,—the parias of civilization, will be brought back to the bosom of society, and treated with that kindly regard to which their terrible calamity entitles them.

The following extracts from Mr. Sumner's letter to Dr. Howe will not only exhibit the methods of instruction pursued, but also convey a tolerably good idea of the results of that instruction:

"Let us take a young idiot, in whom scarce any of the senses appear developed, who is abandoned to the lowest passions, and who is unable to walk or to execute voluntary movements. He is brought to Bicêtre, and placed at once in the class of those boys who are executing the moving power. Here, with about twenty others, who have already learned to act somewhat in unison, he is made, at first, by holding and guiding his arms and feet, and afterwards by the excitement of imitation, to follow the movements of his companions. These, at the order of the teacher, go through with various steps and movements of the head, arms, and feet, which, at the same time that they give wholesome exercise to the animal part of the system, develop the first personal sentiment, that of rest and immobility. After this, at the word of command, the class is made to designate various parts of the body. On the 20th of January, the number of this class was eighteen; some of whom had been several months under treatment; others of whom had been but just attached to it. The teacher first indicated with his hand a part of the body, as head, arm, hair, face, eyes, hand, and named it aloud; the children repeated the movement and touched the part. 2d. The teacher designated with the voice a part which the idiot touched. 3d. He designated a part by gesture, and the pupils named it aloud. There are many, of course, who are slow to do this, but the love of imitation, and the care of teachers, produce, in time, the necessary regularity of movement; the organ of speech has yet, however, to be developed in others." * * *

"The next step is to educate the senses, beginning with that of feeling; and beginning with this, inasmuch as it is the sense

by which the idiot acquires most readily a knowledge of external objects, long before his eye is accustomed to fix their image, or his ear to listen to sounds.

"Smell and taste are next cultivated; the former by presenting to the pupil various odors, which, at first, make no impression whatever, rose and as safœtida being received with equal favor. By degrees, and as the harmony of the functions is restored and the intellectual activity developed, this sense is awakened and lends again its aid to awaken others. The sense of taste is roused in the same manner, by placing in the mouth various substances, alternately, sapid and acid, bitter and sweet.

"The power of speech, so imperfect in all, is the most difficult to develop, and the part of idiot education that proceeds the slowest, and which, more than any other, except, perhaps, the moral treatment, requires the greatest attention, patience, and intelligence on the part of the teacher.

"The sight is next cultivated, and here, as indeed in every part of this miracle of instruction, great difficulties were at first encountered. The eyes of the idiot are often perfectly formed, but he sees nothing — they fix on no object. The organ he possesses — but it is passive and dormant. The senses of smell and taste have been developed by direct action upon them; that of touch, by putting the hand in contact with different bodies; the stagnant eye of the idiot, however, cannot be moved by the hand of another. The method employed is due to the ingenuity of Seguin. He placed the child in a chamber, which was suddenly darkened so as to excite his attention, after which, a small opening in a shutter let in a single ray of light, before which various objects, agreeable to the pupil, arranged upon slides like those of a magic lantern, were successively passed. The light and its direction having once attracted his attention, was then, by a change of the opening in the shutter, moved up and down, to the right and left, followed, in most cases, by his heretofore motionless eyeballs. This is succeeded by exercises of gymnastics, which require the attention of the eye to avoid, not a dangerous bruise, but a disagreeable thump; games of balls and battledores are also used to excite this sense. Another means employed is to place yourself before the idiot, fix his eye by a firm look, varying this look according to various sentiments; pursuing for hours even, his moving but unimpassioned orbit; chasing it constantly, until finally it stops, fixes itself, and *begins to see*. After efforts of this kind, which require a patience and superiority of will which few men possess, the first reward comes to the teacher himself, for his identity is recognized by other means than the touch, and he catches the first beam of intelligence that radiates from the heretofore benighted countenance."

We had marked several additional paragraphs in order to show the progress of the idiot from the development of sight to some of the simpler intellectual operations. But we have already exceeded the space which we had proposed to devote to this article. We can only say, therefore, that when the teacher has once gained the control of this sense, his next object is to give his pupil some notion of color, form, and size. This done, he advances gradually to that of number, and so on, to the more simple arithmetical computations upon the slate or blackboard, reading and writing. The following brief extract will serve to show how the *moral sense* is awakened and cultivated in these miserable beings. "Tickets of good conduct are given to those who are designated, *by the pupils themselves*, as having done some kind and generous action, — as having been seen to run to the aid of one who had stumbled at play, — who had divided among his companions the *bon-bons* he may have received from a visitor, or who had helped, in any way, one weaker than himself. Thus they are constantly on the look-out for good actions in one another; but they are most positively forbidden to repeat the negligences or unkind conduct which they may observe. The *surveillance* of the monitors is sufficient to detect these; and even were it not, M. Vallée prefers that they should go unpunished, rather than that they should serve to cherish the grovelling sentiments of envy and malice, which lurk in the breast of the informer and the scandal-monger."

A single extract farther, touching the general results of this training, and we leave the subject; expressing a hope, however, that those who have not already read the reports heretofore alluded to, will avail themselves of the first opportunity to do so.

"During the past six months," says Mr. Sumner, "I have watched, with eager interest, the progress which many young idiots have made in Paris, under the direction of M. Seguin, and at Biçêtre, under that of Messrs. Vaison and Vallée, and have seen, with no less gratification than astonishment, nearly a hundred fellow beings, who, but a short time since, were shut out from all communion with mankind, who were objects of loathing and disgust,—many of whom rejected every article of clothing,—others of whom, unable to stand erect, crouched themselves in corners, and gave signs of life only by piteous howls,—others, in whom the faculty of speech had never been developed,—and many whose voracious and indiscriminate gluttony satisfied itself with whatever they could lay hands upon, with the garbage thrown to swine, or with their own excrements; — these unfortunate beings,—the rejected of humanity,—I have seen properly clad, standing erect, walking, speaking, eating in an orderly manner at a common table, working quietly as carpenters and farmers, gaining, by their own labor, the means of existence;

storing their awakened intelligence by reading one to another; exercising towards their teachers and among themselves the generous feelings of man's nature, and singing in unison songs of thanksgiving."

REMARKS OF REV. J. D. BUTLER,

AT THE DINNER OF THE SEMI-CENTENNIAL CELEBRATION OF MIDDLEBURY COLLEGE.

"*The Scholar:*— As Civilization advances, the Pupil of Learning is the Master of Art."

MR. PRESIDENT:—This toast embodies one of the convictions nearest my heart. During the few minutes I speak, I will confine my remarks to *one* of the modes through which the consummation prophesied in the sentiment just uttered must be attained, namely, *through scholars delighting to honor whatsoever things are excellent.* Opposed to such a generous appreciation stand various prejudices, which the man bent on the highest culture will withstand, even unto the uttermost. Most of these prejudices have their origin in a narrowness of mind, that seeks truth in its own little homestead, and nowhere else. Thus we are prone to view our country as the celestial empire, and all foreigners as outer barbarians, though the ocean of knowledge has received tributaries from every land. Accordingly it is in vain for most Englishmen to travel, since, like a snail, they are always at home in a shell of insular prejudices, or in a coach-load of luggage. Walking to and fro in Canada, they see England in the New World, and in this Union behold nothing but the turbulent spirit of democracy. The present age, when the ends of the earth see eye to eye, should it not laugh to scorn such arrogance? Yet how many among us cannot rise to the dignity of a national predilection, but are exclusive admirers of one section—North, South, East, or West,—of city or country, of one sect, party, calling, hobby, or college,—veritable brethren of that Dutch cooper, who swore that no man but a cooper should marry his daughter! A true scholar may ally himself to any party,—but will never sink to a partisan, blind to see wise and good men among his antagonists, forgetful that all administrations—and all oppositions—are but a choice of evils, and that as the country suffers under the best, so it can survive, or shake off, the worst.

A man's own calling is prone to be a den, where he worships idols. Engrossing most of his attention, it is in his view the land

of light, as a mole's hole is to a mole; while other walks of life, as to which he is in the dark, pass with him for lands of darkness. Were there more ministers, who, like Payson, read through Rees' Encyclopedia more than once, there would be fewer of the sacred order stigmatized as a clan or caste, touching society at only one point, or technical characters, the whole human being shaped into an official thing, and nature's own man, with free faculties and warm sentiments, extinct. Not only do the three professions fail to strengthen each other, as they would do did they join hand in hand, but few scholars have any professional brethren. Spite of legal, medical, and ministerial associations, scholars are almost as isolated as medieval barons, each on his own hill-top tower,—pelicans of the wilderness, owls of the desert, sparrows alone on the house-tops.

Nor are *sectarian* trammels less hampering than those of country, party, or profession. Every sectarian professes to have a monopoly of truth. For two centuries Protestant England refused to learn from Papal Italy the true reckoning of time, preferring to fight with the stars in their courses, rather than agree with Rome. Instead of co-operating as to weightier matters, where they coincide, evangelical denominations are still beginning battles as to matters concerning which Scripture speaks nothing expressly, while temperament, taste and education will make men differ. Nay, in the same denomination many are intolerant of an extemporary, and as many of a written sermon; many excommunicate a man for a shibboleth, though he have in him the root of the matter;—and no wonder, for they sometimes smell a heresy in the Lord's prayer,—since it says nothing of a Mediator.

But to nothing are scholars so prone to narrow their minds, as to their favorite study or darling idea. Here is a man of facts, who can do nothing but accumulate facts, counting system-makers as dreamers. Would that he could feel his collections to be a rope of sand, till like be joined to like; a mob, till individuals are marshalled under species, and species under genera, like soldiers in an army. Over against this practical man stands a theorist, who in a steeple-chase of speculation ranges beyond the flaming bounds of space and time, counting facts and fact-mongers as the small dust of the balance. He knows as if he knew it not, that all philosophers before Bacon failed through building their reasonings on reasonings, not on observations; that Newton's greatest discovery was delayed, for years, by a mistake he had fallen into concerning a single fact; and that one false fact betrayed Lardner into his ridiculous demonstration, that to cross the Atlantic by steam is mathematically impossible. Thus men of theory and of practice stand affected toward each other, like the French engineers and soldiers in Egypt. The

engineers thought the soldiers were machines, while the soldiers, when certain engineers fell into a ditch from which they could not extricate themselves, answered their cries for help, saying: 'Where's your plan? Show us your plan. You surely don't think we can help you till you show us your plan." Next we meet a mathematician asking concerning Paradise Lost, What does it prove? as if no man were anything more than one of Babbage's calculating machines. And there stands a poet, pretending that his memory is poorer than it is, as if the elements of all his creations, however sublime or fairy-like, were not furnished him by memory; the faculty which the ancients hence styled "Mother of all the Muses." Moreover, there are jealous lovers of excellence who, like old Hunker exclusionists, arrogate it all to themselves, and think that they are dispraised, whenever anybody else is praised. There is a straitest sect of purists who thank God that they are not as other men, because they never touch—a novel, or review, or work stitched in yellow paper. There are idolaters of the past, who in Dante's vision rose before him with heads so twisted that their chins hung over their back-bones. There are bigots who vegetate like rhubarb under a barrel, and see the world only through its bung-hole.

I need not say that a true scholar will shun all these arts of dwarfing, as the navigator shuns the beacon-fire, and that he will make his own, the truths these one-ideaed men have rallied round. When he sees monomaniacs rushing to contradictory extremes, he will reflect that each may be hastening to the niche he was ordained to fill, as the counterpoise of some other; as in politics, oppositions keep administrations from trenching upon the constitution; and as on board a man-of-war, marines keep sailors from mutiny. Even when constrained to view some of his opponents in the light of Philistines, left on the borders of Canaan to prove Israel, he will still recognize them as needful thorns. If he be a Conservative, he will not marvel that others are reformers, since they know that revolutions are best prevented by reforms; that every improvement is a change; that the changes accompanied by the greatest evils have been the greatest improvements; that the good is the enemy of the better; and that the law of habit makes physicians let patients die according to rule, rather than recover through departing from rule. But if he be a Reformer, he will not marvel that others are conservatives, when they consider how many changes, rooting up wheat with tares, are no improvements; how much movement is, as in a squirrel's rolling cage, without progress; how many dream that even religion was intended for nothing else but to be mended; how following the wisest movements of others may be as foolish for us, as Pharaoh's following Moses into the Red Sea proved for him. If he be the nursling of an Alma Mater, he

will think it no proof of proficiency in liberal studies, to be incredulous as to the culture of Alumni, fostered by other mothers. Nor yet will he look askance at his country cousins, self-made men; for he knows that every ripe scholar has learned more by himself, than under tutors and governors, and that whatever is taught in Colleges has been learned more meritoriously,—that is, in spite of greater obstacles,—beyond their walls. But if he be the architect of his own scholarship, he will be far from sucking the bear's paws of his own self-importance,—as if he had found a more excellent way; for he feels his obligations to books, that had never been written but for literary institutions; he has longed for teachers who, like a light shining in a dark place, would have shown him, at once, what he groped for long in vain. He knows that for lack of such a clue many a docile youth, lost in wandering mazes, has found no end; he knows that, though he has climbed up some other way, yet to be taught is the natural way to learn science, as to be an apprentice is the natural way to become a mechanic. Whether he has gained his learning in public, or in private, he will despise no man, not even those who despise him as an idler, and accent the word *Industry* on the penultimate syllable, as if they thought there could be no industry save in the dust. He remembers that the greatest painter in ancient Greece, learned something from a conceited cobbler; that the greatest engineer in modern Italy was saved from failing in his greatest achievement by a common sailor; that Shakspeare borrowed from ballad singers, wont to be classed with beggars; and that Paul was a debtor to the unwise; so that the head cannot say to the foot: "I have no need of thee." Moreover, he feels the paradox that "faiths ascend" to be no paradox; since the cottages, not the drawing-rooms, of England were first to appreciate Bunyan; the common people, not rulers and pharisees, heard Jesus gladly; and the popular heart was prepared for the Lutheran resurrection of Christianity, a hundred years before any court or monastery; so that in very deed, things hid from the wise were revealed unto babes.

O that we had this "large, sound, round-about" appreciation, and that in this regard we resembled the wise artist! In his best moods he has no eye for the incongruities, defilements, and rents of time in a famous cathedral, but he is absorbed by its sublimities,

> "Till growing with its growth he thus dilates
> His spirit to the size of what he contemplates."

He must behold the mammoth-marvel of Rome,—the Coliseum,—in ruin; but he is careful to behold it by moonlight;—by moonlight, "that softens down the hoar austerity of rugged desolation, and fills up, as 't were anew, the gaps of centuries,

leaving that beautiful that still is so, and making that which is not."

Were our appreciation of excellence thus expansive and fraternizing, hemmed in by no lines of state or nation, sect or party, bread-study or lady-love study, the pupil of science would be the master of art. Let all scholars, then, meet and embrace, like Joseph and Benjamin, though one was reared in Canaan and the other in Egypt: let us not be more haughty than Naaman as to taking advice from a Jewish maid; let us have more of the spirit which raised a mortal to the skies, and less of that which drew an angel down;—though rivals in mind, let us be brothers in heart. Then shall we boast more men of many-sided culture, compacted by that which every joint supplieth. The man of a single aim also shall be aided as to his pet pursuit. All science being interdependent, he shall seize some hitherto undetected golden chain, or *commune vinculum*, by which other departments are waiting to elevate his own higher than it has ever risen. Whether general or particular scholars, every steam-car will be a shuttle weaving closer the web of our congeniality; for we shall walk in the steps of Paul quoting heathen poets, of Bacon rendering unto the alchemist the things that are the alchemist's, and of Rome conquering the world by adopting the excellences of enemies,—the Gallic sword, the Grecian shield, the Samnrite discipline, the ships of Carthage. Whatever others may do, then, let us spoil the Egyptians and tax all the world.

> There is some soul of goodness in things *evil*,
> Would men observingly distil it out.

I beg leave then to propose this sentiment:

"As we scholars to-day meet old friends, the world seems warmer; may it ever seem wider when we make new ones."

An important discrimination is to be made between Education and Instruction. The purpose of instruction is to communicate knowledge; that of education, to develop, unfold, and train the faculties. The difference is seen in the derivation of the words. *To instruct* is to build up, to build upon. *To educate* is to educe, to draw out, to develop. They are often confounded together, and this confusion easily leads to the neglect of one or the other. But though having the same general end, they are both in the methods and in the immediate results unlike. They are, however, subsidiary each to the other; each is dependent on the other, and neither can be dispensed with.—*Rev. Ephraim Peabody.*

[For the Massachusetts Teacher.]

KINDNESS.

THE world has yet to learn the *power of Kindness*. It is to the teacher the philosopher's stone — a real existence without the aid of alchemy. It disarms malice, conciliates an adversary, soothes discontent, makes an advocate or champion of every pupil, and carries to each fireside an influence which secures golden opinions and troops of friends. What the lever of Archimedes was in Mechanics, this is in morals and social life. That could move the material world; this is able to move the social and spiritual. This, however, has the advantage of that, as the *place* to *stand* upon is already found — it is the *nature of a human being!*

I would affectionately commend the following lines to the attention of my brother teachers. G. F. T.

BE KIND.

Be kind, for kindness speaks
A language quite her own,
The charms she hath, the good she seeks,
To all mankind are known.
The rudest savage feels her sway,
She rules the most refined,
And seems in pleading tones to say,
"Whoe'er thou art, be kind."

Be kind. If love should dwell
Wherever man is found,
It should in beauty most excel
Where Christians most abound.
Reciprocated kindness there,
With every grace combined,
Should set the world example fair,
And teach it to be kind.

Be kind. The gentle rain,
The bright and glorious sun,
And every source whence good we gain,
Are kept by God from none.
But "both the evil and the just,"
By goodness undefined,
Alike are blest. Then, if ye trust
In God, ye should be kind.

Be kind to every friend;
This Friendship's self demands;
Be kind to foes who sore offend,
For this your Lord commands.

Let not the Christian cause through you
Be weakened or maligned:
In all ye say, in all ye do,
Be courteous — be kind.

Be kind to erring ones;
The best of men aver,
That he who most pollution shuns
Feels most for those who err.
There is no human will so strong
That cannot kindness bind;
Justice must punish what is wrong,
Yet Justice can be kind.

Be kind. If you are rich,
Ye need, indeed, take care;
For God hath given wealth of which
The poor should have a share.
Ye may be bountiful, but yet
To charity be blind;
Ye may give freely, but forget
Ye also should be kind.

Be kind. If ye are poor,
Ye know how kindness smooths
The roughest fortunes ye endure,
And how it sorrow soothes;
Ye know ye may receive relief,
Yet sympathy not find;
Then learn to sympathize with grief—
The poorest can be kind.

Be kind. If ye are old,
Love may not light your eye;
The strongest passion may grow cold,
But virtue cannot die.
There is respect from youth to you,
By God and men assigned;
Let your deportment claim it too:
Ye aged ones, be kind.

Be kind. If ye are young,
And free, as yet, from cares,
Remember ye must walk among
Unnumbered ills and snares;
"The small sweet courtesies of life"
For mortals were designed,
To nurture peace — to banish strife;
Employ them, and be kind.

Be kind. Why should you not,
If constant friendship cheers
And makes more bearable your lot
In this our "vale of tears?"
Oh! think how different your fate
Had you neglected pined;
If kindness shown to you be great,
Oh! should you not be kind?

Be kind. Why should you not?
If faithful friends are few,
And if you seem to be forgot
By those you once deemed true,
Should you not sympathize with those
To cold neglect consigned?
Can you not feel for others' woes?
Oh! should you not be kind?

Be kind. Forget — forgive
The wrongs which you receive;
Oh! strive in love with *all* to live,
This world ye soon must leave.
Then cultivate a generous mind, —
Live peaceably with all mankind, —
And those, at death, ye leave behind,
Will bless your memory, and — *be kind!*

PLYMOUTH COUNTY TEACHERS' ASSOCIATION.

A SEMIANNUAL meeting of the Plymouth County Teachers' Association was held at Middleboro', on Friday and Saturday, the 29th and 30th of November, 1850. The Association was called to order in the hall of the Pierce Academy, at 10 1-2 o'clock A. M., by its President, N. Tillinghast, Esq. Mr. Jenks, of Middleboro', opened the meeting with prayer, after which the records of the preceding semiannual meeting at Bridgewater, were read by the Secretary.

Messrs. Thos. P. Rodman, of Bridgewater, Ira Morse, of Hingham, and Harrison Staples, of Middleboro', were appointed a committee to adjust the finances of the Association, and to examine the claims of individuals against it. Miss Fanny Leonard, of Bridgewater, Miss Desire H. Bradford, of Plymouth, Mr. T. P. Rodman, and Mr. E. C. Mayhew, of North Bridgewater, were appointed a committee on criticism. This committee was instructed to report at the beginning of the afternoon session on each day. For the benefit of those present who had not become

members of the Association, the Constitution was read by the Secretary; and fifty-one names were added to the list of members.

On motion of Mr. Hunt, of Plymouth, it was voted that the finance committee take into consideration the subject of offering prizes to the ladies, members of the Association, for essays to be read at the next semiannual meeting.

It was next announced by the President, that Rev. Mr. Rodman, of Bridgewater, would address the Association in reference to the objects of the meeting. Mr. Rodman was glad to be agreeably disappointed in the number of teachers assembled on the occasion. He had feared that the proximity of the day to the anniversary of Thanksgiving, together with the unpleasant state of the weather, might occasion a small gathering; but he was glad to find himself in error. "But now that we have come," said he, "from what place could we so fitly come to a teachers' meeting, as from home — the place towards which we all turn our steps as the season of Thanksgiving approaches? The speaker noticed the importance of a profession of teachers, and the superiority of the work of such a profession to that of any other of the learned professions. He spoke of the benefits which flow from teachers' meetings, in that they promote social intercourse, and enable each to know the others' views. Great encouragement in the work is also to be derived from such intercourse; for we know how others have succeeded in circumstances in which we have been inclined to despond. Allusion was also made by the gentleman to that false notion, that the teacher must necessarily be narrow-minded — devoted to trifles. Of all minds, the teacher's should be most expansive; for his is the great work of educating men and women. At the close of Mr. Rodman's address, the Association adjourned to the afternoon.

At 2 o'clock P. M., the meeting was again called to order, and the report of the committee on criticism was read. Mr. Tillinghast took the floor, and spoke on the subject of grammar. He said that all teachers feel that grammar is not successfully taught in our schools. Why is this? In his opinion, one great reason for this state of things is, that many teachers do not themselves understand the *language;* and this fact is indicated by their bad spelling, and by their unwillingness to write anything which others are to read. Parsing, in many schools, occupies the time which should be given to the study of the language; and parsing is an exercise which is inapplicable to our language. In the Greek and Latin languages, parsing is useful because it aids in discovering the meaning of a sentence, the relations subsisting between the words being indicated by their terminations; but in our language, the meaning must be known before we can decide upon the relation of the words. He

believed that parsing in our schools is not only a waste of time, but a positive injury.

Mr. Jenks said that he had, for a long time, instructed his pupils according to the doctrine advocated by Mr. Tillinghast, fully believing in the utter inutility of parsing. But he had experienced a difficulty in the fact that school committees, in examining his pupils for schools, required them to parse, and refused to approve such as were not ready in the exercise. Mr. Jenks adduced the opinion of a learned Spaniard, who, on studying the English language, was surprised to find it so simple.

Mr. Spear, of Sandwich, agreed with Messrs. Tillinghast and Jenks, and was glad to have authority so high in his favor. He endeavors to teach the use of language to his pupils, which, as he understands the matter, is the true way to teach grammar.

A discussion of the subject of spelling now followed, in which several gentlemen participated. Several teachers described their methods of conducting this exercise; and the methods described were all more or less nearly alike, all including the idea of the pupil's writing the words. Miss Leonard and Miss Alden, of Bridgewater, and some other ladies, were questioned in reference to the age at which their pupils begun the practice of writing. All stated that they found no difficulty in making the youngest write a legible hand. Mr. Spear stated that the percentage of misspelled words in his first class for the last year was 2 1-2. Mr. Tillinghast gave some of the results in the Normal School, and also spoke of the great deficiency in this department, among those who apply for admission at that institution. Some misspelled 33 1-3 per cent. of the words given them, when the words had been selected from among those in common use. The Association adjourned to meet in the Baptist Church, at 7 o'clock, P. M.

The meeting in the church was opened with prayer by Rev. Mr. Nelson, of Middleboro', after which, Rev. Daniel Huntington, of North Bridgewater, was introduced by the President as the lecturer of the evening. Mr. H. announced as his subject, "The Lights and Shadows of the Teacher's Labor;" but like a true philosopher he dwelt much longer and much more emphatically upon the "lights" than upon the "shadows." The lecture was altogether of such a character as to make one feel that it was good to be there. It breathed forth that noble spirit of laboring for the higher reward, which should animate every teacher. At the close of the lecture, a discussion sprung up in reference to the extent of the teacher's duties. It continued with a good degree of interest for an hour or more, when the meeting adjourned.

On Saturday morning, the Association was called to order

by the President at 9 o'clock. The finance committee and the executive committee presented their reports, which were adopted. By these reports, it was provided that $5 be paid to the Secretary, and that the Association offer the following prizes:

1st. A prize of $5 for the best essay on the encouragement that teachers have for exerting a moral influence on their pupils.

2d. A prize of $5 for the best essay on the effect of the school-room upon the health of very young children.

The essays are not to cover severally more than eight pages of letter paper; they are to be sent, post paid, to J. W. P. Jenks, of Middleboro', so as to reach him on or before the 15th of April, 1851; they are not to be signed, but the name of the writer, in a sealed envelope, is to accompany each essay. The two prize essays will be considered the property of the Association; the others will be returned to the writers.

Mr. Tillinghast called the attention of the audience to the Massachusetts Teacher, and recommended it as the best periodical for a teacher within his knowledge. Several of the members gave their names as subscribers.

The Association next proceeded to the election of officers for the ensuing year. The balloting resulted as follows:

For President, J. W. P. Jenks, of Middleboro'.

For Vice Presidents, Sylvander Hutchinson, of Hingham, M. P. Spear, of Sandwich, Wm. Edson, of Duxbury.

For Secretary, Richard Edwards, Jr., of Bridgewater.

For Executive Committee, Aaron H. Cornish, of Plymouth, Silas L. Loomis, of North Bridgewater, Harrison Staples, of Middleboro', U. W. Lawton, do.

On motion of Mr. Loomis, it was voted that no member speak more than ten minutes at one time, nor more than twice upon the same subject.

It was voted, on the motion of Mr. Hunt, to take up for discussion the following question: "What is necessary to constitute a profession of teachers?" This question was discussed by Mr. Sanford, Mr. Hunt, and Mr. Sturtevant, of Halifax.

At 10 1-2 o'clock, the debate was checked for the purpose of listening to a lecture by Mr. Jenks. He had chosen for his theme the subject of Natural History—a subject which his own experience in the collection and preparation of a splendid cabinet, fully enabled him to discuss. He spoke of the use that infidels had made of natural science for the promulgation of their views, and thought that the introduction of this subject as a study into the common schools would fortify the young against this species of sophistry. The lecture was very interesting and

profitable to the hearers, and was illustrated from the speaker's own cabinet. Some of the points brought out in the address were extensively discussed; and a project, suggested by the lecturer, of establishing a cabinet in every school district, was pretty thoroughly examined. Much animation was displayed in this discussion, and many valuable thoughts were thrown out, but at 12 o'clock it was terminated by the arrival of the hour for adjournment.

In the afternoon, the Association assembled at 1 1-2 o'clock, and after the report of the critics, which was somewhat extensive, the following resolutions were presented by Mr. Sturtevant, of Halifax:

Resolved, That the thanks of this Association be tendered to N. Tillinghast, Esq., the retiring President, for his efficient and courteous superintendence of the meetings.

Resolved, That the thanks of this Association be tendered to the Secretary, for his faithful and interesting reports of its transactions at this meeting, and at previous meetings.

Resolved, That the thanks of this Association be tendered to the lecturers and others, who have enhanced the interest of the meetings by their communications.

Resolved, That the thanks of this Association be tendered to the inhabitants of this village and its vicinity, for the hospitality which they have extended to its members, and to the other friends of education who have attended this meeting.

Mr. Tillinghast replied in a very appropriate manner to the resolution referring to himself, and concluded by expressing the hope that the prosperity of the Association would be continued so long, that when every member has in his turn served as President, he might be again elected to the post he was leaving.

Mr. Sanford resumed the subject of teaching as a profession. He spoke of the necessity of professional schools, corresponding to those of medicine, law, and theology. A college education does not fit a man for teaching any more than for the practice of law or medicine. Colleges, academies, high schools, grammar schools, &c., help to make men, generally, not teachers, specifically. As professional schools for teachers, the State has established Normal schools, and therefore, to educate teachers is their specific function.

The whole of the afternoon until 4 o'clock was occupied in vigorous discussion, much to the edification of the secretary, and apparently of every one present. After prayer by Rev. Mr. Putnam, and singing, the Association adjourned, to meet at N. Bridgewater, on the second Friday and Saturday of June, 1851. Messrs. Hunt, of Plymouth, and Sanford, of Bridgewater, were announced as lecturers for that occasion. Subjects for discussion at that time, Music and Drawing, and the best method of teaching Geography.

Every thing passed off pleasantly, and, as we have reason to hope, profitably, to those assembled. The best feeling pervaded the discussions, and all came away satisfied of the utility of Teachers' Associations.

RICHARD EDWARDS, JR., *Sec'y.*

RESIDENT EDITORS' TABLE.

OBITUARY.

DIED of Typhoid Fever, at Charlestown, Nov. 20th, William Chamberlain Bradlee, in the 28th year of his age.

He was the son of Nehemiah Bradlee, Esq., and grandson of the late Hon. William Chamberlain, of Peacham, Vermont.

In 1845, he was graduated with high rank in his class, at Dartmouth College, where the excellence of his scholarship, the urbanity of his manners, and the generosity of his affections won the respect and love, both of his instructors and his fellow-students.

At the close of his collegiate course, he was appointed Preceptor of the Caledonia County Grammar School, in Peacham, where he labored two years with eminent success, and laid the foundation of his reputation as a teacher. But the immediate vicinity of the metropolis of New England seemed to open a wider field for usefulness in his chosen profession, and at the same time to afford superior advantages for the prosecution of those literary and scientific pursuits which he ardently loved. He, accordingly, resigned his situation at Peacham, and was appointed Principal of the Winthrop Grammar School, in Charlestown, whence he was soon transferred, at his own request, to the second place in the High School, in that city. Here he performed his part with marked ability for two years and a half, when the Principal having resigned his office for a post in Boston, he was appointed to the responsible and honorable situation thus vacated, which, had death spared him, he would, doubtless, have adorned, as he did every place he had previously occupied.

At the time of his decease, he was Secretary of the Massachusetts Teachers' Association, and one of the editors of this Journal. The columns of the newspaper press were not unfrequently enriched with the productions of his pen, on the subject of education.

Though young, he had already accomplished much, and those who were acquainted with his aims and habits, had anticipated for him a career of great usefulness and eminence. But death has suddenly snatched him from the "elevated sphere he had just begun to move in." He is no more; "he is dead, dead ere his prime," and I think I may almost venture to say, he "hath not left his peer" amongst us. His departure has left a void in the ranks of the friends of education.

But though his mortal remains have been consigned to the tomb, and heaven has opened to receive his spirit, in his example he still lives in our midst. "Though dead he yet speaketh." He has furnished to the profession a good illustration of the characteristics of the true teacher. This is his peculiar merit, and it justly entitled him to particular notice in these pages.

He was devoted to the profession. He always held himself ready for for every word and work which tended to bring it into esteem, and to place it upon the eminence where it belongs. He magnified his office and honored it, and so helped to make it honorable. Never allowing

himself to hesitate or waver in defending its interests, he was ever "as true to it as the dial to the sun."

He possessed a large share of the spirit of improvement and progress. He regarded nothing as done while anything remained to be done. Thoroughly convinced, that in order to become a true teacher, it is necessary to be something more than a *mere* teacher, besides performing the ordinary duties of the school-room, he labored assiduously to store his mind with the treasures of knowledge, and to develop his powers by thorough discipline and systematic culture. Consequently, each day found him an abler and better teacher than the preceding, or he would feel that he had lost a day.

The turn of his mind was eminently philosophical, which constituted an important element in his success as a teacher. He was no empiric, steering a doubtful course by the uncertain light of traditionary precepts. He did his own thinking, and could give a reason for his opinions. Facts and characters and processes with which he had to deal, were subjected to a rigid analysis, and their real nature and essence and relations detected. With such a preparation he could proceed intelligently, as in the light of day, on solid ground.

In the practical talent, or common sense, which readily adapts means to ends, judiciously, and despatches business with ease and skill, he had few superiors. This, combined with the analytic faculty, enabled him to work to great advantage.

In manners and feelings he was a gentleman. Grace and dignity were mingled in all his words and acts. A proper self-respect, tempered with modesty, secured the respect of others, while a nice sense of honor and a genial flow of kind feeling inspired confidence and affection. These qualities were reflected in his pupils, being inculcated much more effectually by example than by precept.

But the crowning trait of his character, and that which governed and pervaded all others, was the spirit of religion. Some of the fruits of this spirit were seen in the honesty and truthfulness which adorned his life, and in his earnestness to know what was right, and his fearlessness in following the dictates of conscience. He had lived for several years in the enjoyment of the Christian's hope. At the time of his death, he was contemplating a public profession of religion, and though the nature of his last illness prevented extended expressions of his sentiments, there is full evidence that he was ready to depart.

By this stroke an only son has been taken from his aged parents. "How is the strong staff broken and the beautiful rod." His early and sudden call from the midst of his useful labors, reads a solemn lesson to those of his society "to be also ready," and forcibly reminds us "what shadows we are and what shadows we pursue."

School Laws. Important Decision. — At the law term of the Supreme Judicial Court of Massachusetts, during the present week, a decision was promulgated in a case which shows that the School Committees of Massachusetts are not mere machines, as some who hold the purse strings would gladly make them. The case was that of James P. Batchelder, vs. City of Salem. It is an action brought to recover of the City the sum of $100, claimed by plaintiff as due on his salary as teacher in one of our Public Schools. The circumstances of the case are as follows: — The Committee voted to pay $800 a year to the Principals of the Grammar Schools, the plaintiff being one of them. The City Council refused to appropriate more than enough to pay $700 a year. This suit was brought to recover the extra $100. Chief Justice stated that the Court had decided that the plaintiff was entitled to recover. Reasons to be stated at length by Judge Fletcher. — *Salem Observer, 9th Nov.*

THE

MASSACHUSETTS TEACHER.

Vol. IV. No. 2.] JOSHUA BATES, JR., EDITOR OF THIS NUMBER. [February, 1851.

THE NECESSITY OF RESTRAINT.

BOTH matter and mind need a governor. Neither can be safely left without superintendency and restraint.

Matter is destitute of intelligence. It possesses in itself no governing principle; no inherent efficacy to uphold its existence, or to control its motions. It is subject to a variety of modifications and changes. The material universe is in motion. Three prominent elements of the natural world, air, fire, and water, contain in themselves powers that require extraneous control. There are tendencies to evil in matter, and antagonistic powers in nature, that demand foreign restraint.

Mind, the mental universe, also needs restriction. It is, indeed, superior to matter. The human mind has counterbalancing faculties and tendencies, which give men the power of exercising a degree of self-control. But mind cannot be safely left without a superintending agency. Hence arises the necessity of law, with its prohibitions and penalties. The human mind is endowed with moral freedom. Man is responsible, but not independent. His moral freedom creates the necessity for his dependence. Of all beings in the universe, man most needs restraint; for while he is a free agent, he possesses strong passions and propensities to evil, and is ever surrounded by objective allurements and temptations to wrong doing.

The actions and desires of children need restriction. They act from impulse. They think only of the present. They have not formed the habit of shaping their present course with reference to the future. They have not learned that present self-denial is the price at which future good is often to be obtained, and that present suffering and toil are rewarded by subsequent enjoyment. These lessons the child *must* learn, if he would be

prepared for future happiness or usefulness. And he can learn them only through the imposed restrictions of affection and authority. Parents and teachers must impose these needful checks, or the child will never acquire either the power of self-control or the ability to govern others.

The child needs restraint and guardianship also, in consequence of his exposure and inexperience. Left to himself, the child would often bring upon himself physical evil: left to the unchecked indulgence of his impulsive wishes, he would become the victim of passion, and having no rule over his own spirits, he would be exposed to fearful moral dangers. How much of wisdom and goodness is there in that arrangement of Providence, by which children are placed in such circumstances of dependence, and in such relations to parents and teachers, that they are by affection and authority kept back from courses of indulgence, and protected from moral dangers into which their unchecked thoughtlessness and ardor might lead them!

To how many youth have the restraints of home and of the school proved an inestimable moral advantage in protecting them from early dangers, physical, intellectual, and moral, and thus better preparing them for the temptations and duties of riper years!

Restraint is also needful for the right development of character. Self-indulgence is a foe to intellectual and moral culture. Restraints, either self-imposed or enforced by the authority of another, are indispensable to mental improvement. No man ever attained to the highest order of mental culture, without curbing his passions, without subjecting himself to rule, without placing himself under law and yielding obedience to it. A habit of cheerful obedience to rightful authority is an essential element of a good character. The child who has not learned to obey his parents and teachers with a cheerful promptness, has not taken the first step in the formation of a correct character. Submission to rightful authority is the beginning of moral culture. Without this, a youth, whatever may be his intellectual endowments, or however great may be his attainments, can never develop a symmetrical and attractive character — can never reach the highest order of either intellectual or moral cultivation.

Restraint being thus needful, Providence has made provision for it. The Creator has not only imposed checks and counterbalancing influences upon the forces in nature, but he has instituted restraints upon human passion.

These are of two kinds, objective and subjective. Among the external checks, civil law, parental authority, school government, and the influences of religion, are the most efficient and useful.

How much are all these needed! How much of the order and peace of society, and the welfare of individuals, is dependent for existence upon the civil law! How much of public and private virtue is promoted by school government, and by parental authority! How much of moral excellence is created by the truths and spiritual influences of the Gospel!

The internal restraints imposed by a wise hand upon the selfish desires and strong passions of mankind, are also of utility. The Creator has imparted to our race certain mental faculties, and implanted in the human heart certain innate desires, which operate as powerful checks upon the selfishness and evil propensities of our nature. Prominent among these are man's innate love of character, his sense of honor, his regard for the feelings of friends, the admonitions of conscience. How valuable are all these! Without them, what security would there be for public morals or private virtue! Without these counter-checks upon the passions, what would our race be!

It is a wise provision of Providence that the young are placed, by the conditions of their nature, under the care of parents and teachers.

A child in his early years is helpless and dependent. In subsequent years, when dependence is, in a degree, lessened, wants of a higher character appear — mental wants; and dangers of more fearful character — moral dangers. Through inexperience and wrong mental tendencies, the child is unprepared to encounter these evil influences. Hence the propriety and necessity of governmental restraint at home and in the school-room.

Restriction and authority are blessings which God designs for the good of children through the agency of their parents and teachers.

Surely there is wisdom and benevolence in the divine plan which provides for the young, restraint and government at home and in the school: that restraint and government so needful for them in their inexperience — so needful for them in the midst of the temptations that surround them — so needful for them in the absence of *self-control* — so needful to cultivate in them a symmetrical character. Sad indeed, then, is the condition of that childhood in which indulgence and neglect take the place of restraint and watchfulness!

Neither parents nor teachers should regard the imposing of reasonable restraints upon children as an evil, but rather as one of the indispensable means and conditions of excellence.

Children and youth often consider restraint an evil; but teachers and parents should not. Young persons often strive to escape from the moral checks with which Providence has surrounded them. They often desire to throw off parental control

—to be set at liberty from the moral guards by which parental affection and authority have sought to protect them from evil. To some, the laws of the school are irksome. Others are restive under the restrictions of refined and Christian society. Thus many young men, to escape these curbs, leave their homes at an early period, or make choice of a sea-faring life, or emigrate to California or other parts of the land, where they shall feel less the bridle and may enjoy a slacker rein.

But this desire to escape from restraint is unwise.

This parents and teachers should feel, and endeavor to inculcate upon the young entrusted to their care. It is a law, both of the material and the mental world, that restraints be imposed. Let but a single star that glitters upon the diadem of night break away from the restraint which the law of gravitation imposes, it would rush in wild devastation upon other planets, marking its pathway through the heavens with chaos and ruin. Let the volcanic powers within our globe, or the antagonistic substances of the earth break away from the wise laws that now control them, and its destruction would speedily ensue.

So is it in the mental world. The Creator has placed men under restraints, wise and benevolent. Man's nature needs them. Without these influences to regulate his desires and actions, he would be like a soldier without his armor or weapons, like a fort dismantled, like a castle unguarded.

Let parents and teachers, then, remember the necessity for imposing restraints upon the young. Let them remember that it is one of the conditions of human excellence. Let them teach the youth under their care, the necessity of law and its utility. Let them inculcate upon the young the importance of cherishing the restraining influences which Providence has thrown around them, the importance of self-government. Let the young be taught that a good resolution, a virtuous habit, a self-imposed restraint, may prove a weapon of successful defence in the day of fierce temptation.

SMART CHILDREN. — The great objection to smart children is, that when they commence having whiskers, they leave off having brains. Boys that are philosophers at six years of age, are generally blockheads at twenty-one. By forcing children, you get so much into their heads that they become cracked in order to hold it. —*Eclectic Journal of Education, and Literary Review.*

THE ART OF TEACHING.

TEACHING is an art, and it must be learned as much as any other art. To give instruction in the best manner, to conduct and govern a school so as to make it answer its chief end, is a work of great difficulty and importance. Tact in teaching is in fact the art of so communicating knowledge, that the pupil shall understand subjects sought to be imparted; and associating what is thus received with other and previous attainments, he may be led at one and the same time "to cultivate his original faculties," and store his mind with useful knowledge. Says one, "he who would be an accomplished physician, must study principles, as well as see cases." In like manner, he who would be a successful teacher, must look beyond systems to the principles on which they rest. The man who imagines himself a teacher, qualified for the responsible duties of an instructor, merely because he has seen others teach in a particular way, is just as much an empiric, as a pretender in medicine, who occasionally walks through the wards of a hospital. The art of communicating knowledge has its principles — principles which lie deep in the philosophy of our nature.

Some of the best minds in our country and in Europe have for several years been employed in elucidating these principles, and in discovering the best methods of imparting instruction. The day for quack pedagogues is passed. A teacher to be successful in his high calling, must not only be thoroughly acquainted with all branches which he proposes to teach, teaching principle as well as facts, but he must possess extensive general information, have a good knowledge of human nature, possess good common sense and prudence, ease of communication, the ability of inspiring in his pupils an enthusiastic love of knowledge, the power of maintaining good government, self-control, an amiable disposition, attractive personal accomplishments, and a character eminent for purity and excellence.

A thoroughly accomplished teacher is as rarely to be met with, as an individual of the highest merit in any of the professions or other responsible callings of life. And no person can excel as an instructor, who does not make some special preparation for his work, and acquaint himself with the philosophy of teaching, and the art of conducting and governing a school.

Is it not the case, that too many of our district school teachers, particularly in the smaller towns of our Commonwealth, come directly from the common school of their native district, and assume the responsible office of school-teaching, without having made any special effort to learn the art of instructing, or having received any special training to fit them for their responsible duties?

Of late years, the State of Massachusetts has done much, through the instrumentality of Normal Schools and Teachers' Institutes, to educate and send forth an efficient corps of teachers. But is it not the case, that many who pretend to teach, neglect all special preparation, and take no manner of interest in seeking out the best methods of school-keeping? Is it not even true, that many teachers, occupying important situations as teachers in our cities and large towns, do not avail themselves of opportunities presented by Teachers' Associations for improvement in their calling, — teachers, many of whom are continually complaining of the low state of the profession, while they never make an effort to sustain and encourage associations, calculated not only to improve the teacher, but to interest the community in the cause of education, and give dignity and importance to the profession of teaching?

It is not every good scholar that can teach a good school. Genius and eminent scholarship are sometimes unfavorable to the highest success in teaching, for they disqualify their possessor from appreciating the gradual processes by which common minds and beginners in any branch of study need to be conducted to conclusions which they have scaled at a leap, or at least without any mental recognition of the intermediate steps. For this reason, Sir Isaac Newton and Dr. Bowditch would have made but poor instructors in the elementary branches of mathematics. Their very eminence as mathematicians, and that wonderful power which enabled them to solve with rapidity the most difficult problems in the higher departments of mathematical science, unfitted them to appreciate the difficulties which would beset common minds in their studies, or to endure with patience the many and slow steps which young students would be compelled to take in reaching conclusions which they had accomplished by a single and vigorous effort of their comprehensive minds.

Although an acquaintance with all the branches of study which an instructor undertakes to teach is indispensable to success, yet scholarship, important as it is, is not all that is requisite.

No young man, or young lady, can in this day expect to excel in teaching, without some direct professional training, some special study of the best methods of governing, classifying, and instructing a school. Let teachers, then, if they have any noble ambition to be worthy of their calling, carefully study some of the most approved works on the philosophy of teaching and the art of school-keeping. Let them visit the best schools, and aim to gather useful hints, and learn the best methods of instructing from the most experienced teachers. Let them become subscribers for some educational periodical, and careful readers of approved works on the principles of teaching and requisites

for success in school-keeping. Let them hold meetings with other teachers for mutual counsel and improvement, and attend, when possible, the meetings of Teachers' Institutes and Conventions. In this way an interest will be created; changes and improvements in the best modes of instruction will be introduced and adopted; teachers will become animated, enthusiastic, and better qualified for their important duties; our schools will take a higher rank, and the teacher's profession will become more generally respected and honored.

CONDUCTING RECITATIONS.

AMONG the most important requisites for success in teaching, is the faculty of conducting recitations in such a manner, as to give an interest to every recitation, render profitable each lesson, lead the young student to investigate, to express his thoughts with ease and freedom, and think for himself. Many teachers during recitations, confine themselves too much to the text-book, and their pupils answer in the fewest words possible, in fragmentary sentences, and often with a low voice and indistinct utterance. In this way, they do great injustice to themselves, as well as to their teacher. This manner of reciting is not always owing to ignorance of their lessons, though it has this appearance. Every recitation should be conducted in such a manner as to create in the pupil an interest in his school, an enthusiasm in his studies, a bringing out of the powers of thought, a readiness and clearness of expression, and a freshness and energy of mind. So minute is the questioning, oftentimes, by which a monosyllable or two is *pumped* from the pupil, that it would seem, that any one who had never seen the lesson, if he possessed a moderate share of Yankee shrewdness, might *guess* at the answer. Hence the teacher is made far more prominent in recitation, than the pupil, and at examinations, instead of showing how well he has taught them to use their wings in exploring the surrounding atmosphere, he only shows how well he himself can cut the air, with the whole nest of them on his back. In this way, too, one of the great ends of school-going is defeated. Children are not sent to school, or ought not to be, to get them out of the way, or to keep them out of mischief, but to be educated. But a child who studies diligently, and has acquired all that is written in the several text-books used in the school, is only half educated, if he has

not been taught the art of reciting what he has learned, and to prize the time spent in a well-conducted recitation, as the most valuable part of school hours.

We are all acquainted with men whose information we know to be extensive, and yet who lack so much the art of communication, that they are scarcely more useful than the uninformed. They never learned, when attending school, to recite well. It is in acquiring a correct mode of recitation in school, that men lay the foundation for those habits of imparting what they know, when in future years they may be called upon to occupy conspicuous stations in society.

We maintain, then, that teachers cannot be thoroughly furnished to their work who fail in conducting recitations in an instructive and interesting manner. Scholars should be made to understand principles, and taught to state them clearly. One great object of a recitation should be to accustom scholars to tell what they know, to express their thoughts in a concise, clear, and happy manner. For the accomplishment of this object, every wise teacher will require abstracts on given subjects of lessons. Such a course, daily pursued at the hour of recitation, will soon enable most pupils to express their thoughts with readiness and ease, make them acquainted and familiar with the proper use of language, and fix principles and facts in their memories, which can be stated and explained in after years with intelligence and satisfaction.

No teacher should at his recitation confine himself to any set of printed or written questions, but he should draw out the minds of his pupils by questions of his own, proposed at the time. This will accustom them to think for themselves, to investigate subjects suggested by their lessons, and will lead them to go to other sources besides their text-books, for facts and principles on the subjects of their lessons. Thus will they form that wise and improving habit of reading by topics, of studying by subjects. This useful habit, when once formed, they will carry with them through life, and it will be of incalculable value in accustoming them to seek for clear ideas, and a thorough knowledge of every subject which interests them, or which they have occasion to investigate.

Every teacher is liable to slide into a set and formal way of conducting the exercises of his school, and prone to adopt certain fixed methods and set plans, in reference to instruction and government. As he is necessarily obliged to "beat and beat the beaten track," and engage month after month, and year after year, in treading the same round of instruction, and in attending to recitations as familiar to him as the alphabet, he is liable to sink, gradually and almost imperceptibly, into a stiff and mechanical uniformity. Now the teacher who would faith-

fully meet the responsibilities of his station, who would excel in his office, who would rouse the energies of his pupils, must resist this tendency. He must, indeed, avoid sudden innovations and fitful changes, and indulge with caution a disposition to make experiments in new methods of instruction. Still, on the other hand, let him guard against settling down into a rigid uniformity, and a dull, technical mannerism, as to his methods of teaching.

The teacher should ever strive to possess enthusiasm and freshness of feeling, a love for his employment, and a noble desire to guide his pupils in the way of intellectual and moral improvement. Avoiding a mechanical formality, and a dull adherence to old methods of imparting instruction, he should seek to inspire his scholars with new enthusiasm, to impart freshness and interest to his instructions, and give to his school a pleasing air of intellectual life and vigor. He should connect with his instructions, as far as possible, what is interesting and attractive, so that associations formed in the minds of his pupils, will leave them in love with the subjects of investigations, and subsequently and frequently bring them back to the pursuits of science with readiness and alacrity. He should strive often for new methods of illustration, and adopt a variety of expedients to excite the curiosity of his scholars. A right use of this principle of the mind by the teacher, is of great importance. The teacher should be careful that awakened curiosity be not gratified too soon by unnecessary and superabundant aid, leaving no motive and no opportunity for effort on the part of his pupils. It is a great mistake to suppose, that in order to make learning pleasant to the young, difficulties must be removed out of the way. It is by teaching the pupil to *overcome* difficulties, that the teacher will be most likely to create an interest he so much desires to call forth. Even topics somewhat beyond the knowledge of the young pupil, without being above his comprehension, should occasionally be presented for consideration.

But, on the other hand, let the teacher be careful that curiosity be not suffered to subside or end in despair, for the want of timely, suitable, and necessary aid to enable his pupils to overcome appalling difficulties. With this view, he should intermingle with text-book instruction, a due proportion of familiar lecturing, calculated to rouse his pupils to make still further investigations, and acquire still more extensive knowledge.

Every instructor will have his own ways of conducting his recitations, and his own methods of instructing, but if he would be successful in his station, he will study to give variety and interest to the exercises of his school.

Were some such improvements as we have suggested intro-

duced into many of our schools, where nothing of the kind is now found, we are persuaded that the pupils would apply themselves with diligence and zest to their studies; teachers would enjoy their work far more, and do themselves and their pupils greater credit; and those parents who from time to time visit the schools, would go away with stronger impressions of the importance and value of a good education, and with more willingness to make sacrifices in supporting the schools and sustaining teachers in their plans and government.

MAKE KNOWN WHAT YOU KNOW, OR TEACHING PROMOTIVE OF SELF-CULTURE.

He who aims at the highest culture, will as far as possible make known what he knows.

Oftentimes it is harder to communicate than to acquire, and this endeavor, like others, is the mother of vigor. He who hoards knowledge is not only, like most country parlors, a room full of nice things, with closed blinds, unused and unseen, but is his own worst enemy. When is one so tremblingly alive to his weaknesses as after he essays to diffuse the knowledge he has gained? In that attempt who is not feelingly persuaded of deficiencies in respect to information, thought, arrangement, readiness and expression?

Body forth your mind by tongue or pen, and you will find a new pleasure and profit in *reading*, lest you be forced to draw on imagination for facts. Body forth your mind, and you will feel a new necessity for *reflection* which only can chain those Proteus thoughts that, in your utmost need eluding your grasp, run as artful dodgers through the whole circle of the elements. Give utterance to your mind, and learn that *arrangement*, which makes diamonds to differ from charcoal, is not more important in chemistry than in rhetoric; for arrangement can make old thoughts new, and another's thoughts your own, by using them for a new purpose, or fashioning their elements into new forms,—yea, it can turn jagged atoms into smooth mosaic; while without it, all your effusions, however elaborate, will resemble that architectural monstrosity, the Spanish Escurial, which, though the most costly palace in Europe, is shaped like a gridiron. Impart knowledge, and you will bewail your lack of *readiness*, knowledge like sleep refusing to come at your call; and lest you pine in vain lamentings, you will cultivate that philosophical association

which will by any link draw you a whole chain; you will remember the seamen's maxim, "Stow so as to unlade." You will use the Index Rerum, or other common-place book, you long ago bought. Perhaps you will become a snapper-up of unconsidered trifles, like the greatest New England orator, who keeps a lamp and pen by his bedside that he may shoot flying the thoughts which flit before him whenever sleep goes from him at midnight, or like Hogarth, who was wont to cover his finger-nails with pencilings of what met his eye on his walks.

Dispense knowledge, and you will forthwith begin to feel your lack of proper words in proper places to express, and acceptable images to simplify, dignify, or adorn your ideas. Can you then neglect to labor for a *style* of clearness, force, and beauty? Clearness, which not only leads the beholder through itself to what lies beyond it like a watch-crystal, but like that crystal is produced by the furnace; force, not teaching with thorns of the wilderness and briers, but blended with beauty like light, which is sometimes concentrated into a dazzling flash, and anon softened within an astral shade; a style neither brief to obscurity, nor prolix to tediousness, but one whose type is the rose, no longer a bud and still not yet full blown. Mortified that words are prone to be your masters, instead of your servitors, so that you not only think in words but *by* words, and in Shakspeare's phrase "for a tricksy word defy the matter," you will study language till you have at command sound speech which cannot be condemned. Be deaf to the sneer that you are a word-monger, or answer the fool according to his folly, and say, "So is the student of Algebra a *letter*-monger."

Mindful that manner is a great matter,

Gratior et pulchro veniens in corpore virtus,

and that even Milton's thoughts did not voluntarily move harmonious numbers, discard the maxim, "Last thoughts in first expressions," and hold that to dress wisdom in the garb of folly is to array her in a robe of mockery.

Endeavors to put forth one's knowledge from him, not only thus stimulate a man to make up his deficiencies in information, thought, arrangement, readiness, and expression, by causing these broken links in the golden chain of his culture to haunt him like ghosts, but they confer a blessing directly even while they are being made, for in Bentham's phrase, "writing is to a thought what a carpenter's vice is to a block of wood;" it holds it fast while we form it into any shape we please.

Moreover in writing we detect inconsistencies and sophisms which have escaped our silent thoughts, as the summer brings to light the tares which, lurking among the good seed, were unsuspected during the season of frost.

SPEECH, which aims to dispense the sweet food of sweetly uttered knowledge, is likewise fruitful of good to the speaker, for, since speech is to reflect his mind, it brings his mind to its best posture as, for a like reason, a mirror, or painter, brings his body. To the collections of memory speech is the best mnemonics, a bond lighter than air but stronger than iron. In regard to clearness who does not know that

> "Thoughts disentangle passing o'er the lip.
> Speech spreads the beauteous images abroad
> Which else lie furled and clouded in the soul;
> Aye, speech is morning to the mind!"

In point of feeling who has not found those emotions, which were dead in his soul, becoming alive again while he has spoken, as the brine which ocean yields the earth, returns in perfect freshness from rivers, or as our first impressions of a mountain, which have become dull, are given back in their original keenness when we see the face of the stranger to whom we point it out, lit up with new-born delight?

While you speak, your best thoughts will dart into your mind as if by inspiration, so that you will say better things than you think. As Virgil rehearsed his poem before Augustus, he could not keep from completing, and that divinely, a line on which he had labored to no purpose in his study. *Aere ciere viros*, he had written. In his public recitation these winged words, *Martem que accendere cantu*, which Dryden pronounced one of the happiest phrases ever uttered, sprang forth, unbidden from his tongue. Vires acquirit eundo.

Inasmuch as the effort to communicate what we have learned aids so much in acquiring knowledge, no wonder the proverb, Teach and learn, — *Doce et disces*, — is as old as true.

Since these things are so, it is better to talk to a statue, or a stump, or like Demosthenes to the waves, than to be tongue-tied. Scatter your knowledge and you will increase it, as the geologist multiplies his specimens by giving away his duplicates on the right hand and on the left. Since nothing but practice makes perfect, let the scholar decline no call to write or speak, though he might be reputed wise for saying nothing.

Though the natural qualifications of an orator be denied him, no grace poured into his gestures, nor his melting voice through mazes running, nor an eye from which thoughts flash lightning-like, let him by no manner of means enjail his tongue, but proclaim on house-tops what he has heard in the ear.

Let him write, not only for the public, but in furtherance of his private studies, as the geometer draws diagrams, and as Luther in Erfurt, lacking paper, covered the walls of his cell with Scripture references. Though he write as reluctantly as most men pray, and smart under the faithful wounds of critics,

and his greatest thoughts dwindle on paper, from monntains to mice, like the Brobdignagian Omnibus bill to a Lilliputian Utah, so that they, but now which seemed in bigness to surpass earth's giant sons, are less than smallest dwarfs, yet let him write, as if nothing but writing could quench the fire in his bosom. Let him scatter his five loaves among thousands, and he shall take up fragments by baskets full.—*Prof. J. D. Butler, Norwich University.*

CULTURE.

LEARNING advances the native strength to perfection, and right culture strengthens the inward powers.—*Horace.*

MAN is so constituted that he requires something to be done, in his early years, to give a proper direction and bias to his pursuits. If this be neglected, the habits that will grow up with him, and the principles that will correspond with his habits, and which he will inevitably adopt, will not operate to the good of society, or his own happiness; and where can this salutary, I may add necessary influence, be so well exercised as in a rightly-governed family, or in a school in which there is an efficient and wholesome discipline?

Discipline commands the will, corrects the disposition, and subdues the passions; it rescues the mind from debasing influence, and opens the way to eminence, in the possession of a decided manly, moral, character. It is the antidote to idleness; the corrector of vice. But what is discipline, this agent that is to effect so much? Is it tyranny and oppression? Has it no other rule or principle of action than moroseness, severity, and ill-temper? Does it drive the pupil to a distance from his teacher? No, it is not tyranny; it does not make the pupil tremble at the presence of his teacher. Its origin and influence are in affection: without kindness there is no beneficial authority. Be a father to your pupils, and they will love you. Kindness robs a youth of his worst propensities, petulance and deceit; disarm him of these weapons, and you may, indeed, lead him as a child; he will be satisfied with your authority, and receive your advice.

By kindness I do not mean indulgence, or a conformity to a child's will and inclinations; but the expression of affection in the discharge of your duty. Let children see that their welfare, their happiness and respectability are what you ardently desire and endeavor to promote, and they will respect you more, and be much happier under your government, although you may sometimes chide and correct them, than by any compromise of duty.

Your pupils are not ignorant of the requirements of your office; and they honor you only as you discharge them well. By taking an interest in their character, you will not only gain their affections, but influence their conduct and elevate their minds: they perceive that something is expected of them more than merely going through a round of lessons, and they will endeavor to realize your expectations.

Government without kindness is cruelty; it overlooks the principle which induces submission, and loose..s it best and firmest support. The want of kindness must be supplied by coercion, which converts cheerful obedience into obstinacy, cunning, and perverseness. Youth treated with severity, and frowned away from their parents and teachers, often become licentious; they have not been disciplined, but oppressed; not governed, but coerced. They saw no act of kindness mingled with the duties required of them, and they rendered none. The restraints under which they were put, though salutary and wise, were, from the manner of enforcing them, felt to be burdensome and galling; and, not perceiving the object, when they should have gained habits of fortitude and caution, the consequence of good discipline, and their minds having been irritated against the person, were opposed to the precepts of him who treated them with unkindness. The mind is not subdued by its own consent, a consent not to be obtained either by severity or indulgence, but by kindness and consistency.

In a well-regulated family, each member discharges the duties of his station with alacrity and cheerfulness; the master is systematic and firm in his commands, but kind in his deportment, promoting the interest and happiness of those dependent on him. His commands are the effect of principle and the love of order. The cold dictatorial or careless indulgent character has not such authority; it does not maintain its proper station; and therefore those around do not maintain theirs. The same principle is fully exemplified in the education of youth; indeed, a good character cannot be formed but by its operation. If strict but kind parental authority be thus essential in the government of families, it is equally necessary in places of education.

By laying down rules for the conduct of youth, they will not only be acquainted with the means by which your favor is to be gained, but be conscious that they possess it. Did your favor depend on their progress in learning, its possession by the young pupil must be distant and uncertain; but now he is excited to the most important and best effort that the mind can be directed to — self-control; when this is obtained, your business and his will be easy.

Obedience in youth is of such inestimable value, that nothing can be substituted in its place: it is the main lever in raising

the human character, and in removing the great obstacles to the reception of knowledge and the love of virtue. The youth who has never learned to obey, will never know how to command others, or govern himself.

Many youth willingly receive instruction, and cheerfully obey; but there are some who resist all authority. These claim much attention and care; obedience must be obtained, or they are ruined. If recourse be had to frequent punishment, it hardens and provokes obstinacy; persuasion, entreaty and promises also fail. What must be done? Take the youth under your special care, acquaint him with your purpose, particularize his faults, admonish him often; but let it generally be done in private; and if he has any generosity, he will feel his obligation, and hate the occasion of it. A refractory boy should be constantly under the eye of the instructor, and every departure from propriety or good behavior should be checked. When the teacher has once entered upon the entire engagement of a scholar, for the purpose of inducing obedience, and when repeated admonition and counsel have been tried in vain, let him be chastised, and let the chastisement be repeated till the mind be subdued. Having proceeded thus far, there can be no compromise; the boy must implicitly submit and yield to your authority.

Such is the nature of the discipline I wish to see generally enforced; because facts, rather than theory, have led me to the conviction, that it is the best,—I may say the only direct way to form the manly and virtuous character. When the will is subdued, and habits of obedience and self-control are in a measure established, the next object of attention is to strengthen and invigorate the mind. Habits of bodily as well as mental exercise must be endured, and that method, whatever it may be, which awakens and calls into operation the latent faculties of the mind, ought to be embraced by every one interested in the important business of education. ACADEMICIAN.

A REFLECTION. — It should he remembered that every loathsome inmate of penitentiaries and State prisons, was once a gentle, inoffensive, and prattling child; and that every criminal who has "expiated his crimes on the gallows," was once pressed to a mother's heart, and drew his life-giving nourishment from her bosom. Bad moral training, wrong and debasing examples, do their work, and transform endearing offspring into ferocious men, who shock humanity by the foulness of their guilt, and the monstrous audacity of their crimes. — *Eclectic Journal of Education, and Literary Review.*

EDUCATION.

THE greatest vices derive their propensity from our most tender infancy, and our principal education depends on the nurse. Mothers are mightily pleased to see a child writhe the neck of a chicken, or please itself with hurting a cat or dog; and such wise fathers there are in the world, who consider it as a notable mark of a martial spirit, when they hear their sons miscall, or see them domineer over a peasant or lackey, that dares not reply or turn again; and a great sign of wit, when they see them cheat and overreach their playfellows by some malicious trick of treachery and deceit: but for all that, these are the true seed and roots of cruelty, tyranny, and treason. — *Montaigne.*

In the education of children, there is nothing like alluring the appetites and affection; otherwise you make so many asses laden with books, and by virtue of the lash, give them their pocket full of learning to keep; whereas, to do well, you should not only lodge it with them, but make them espouse it.—*Montaigne.*

The aim of education should be to teach us rather *how* to think, than *what* to think — rather to improve our minds so as to enable us to think for ourselves, than to load the memory with the thoughts of other men. — *Beattie.*

Many fathers there are, that so love their money and hate their children, that lest it should cost them more than they are willing to spare to hire a good schoolmaster for them, rather choose such persons to instruct their children, as are of no worth; thereby beating down the market, that they may purchase a cheap ignorance. It was therefore a witty and handsome jeer which Aristippus bestowed on a sottish father, by whom being asked what he would take to teach his child, he answered, a thousand drachms. Whereupon the other cried out, O, Hercules! how much out of the way you ask! for I can buy a slave at that rate. Do then, said the philosopher, and thou shalt, instead of one, purchase two slaves for thy money; him that thou buyest for one, and thy son for another. — *Plutarch.*

Wines, the stronger they be, the more lees they have when they are new. Many boys are muddy-headed till they be clarified with age, and such afterwards prove the best. Bristol diamonds are both bright, and squared, and pointed by nature, and yet are soft and worthless; whereas orient ones in India are rough and rugged naturally. Hard, rugged, and dull natures of youth acquit themselves afterwards the jewels of the

country, and therefore their dulness at first is to be borne with, if they be diligent. That schoolmaster deserves to be beaten himself who beats nature in a boy, for a fault. And I question whether all the whipping in the world can make their parts, which are naturally sluggish, rise one minute before the hour Nature hath appointed.—*Fuller.*

A child readily distinguishes between the language of passion and that of reason, and soon comes to despise the former; and when this is the case, there immediately results an inferiority on the part of the parent or teacher, which is entirely subversive of the necessary influence and authority. — *John Locke.*

Children are to have nothing conceded to their fancy, but only to their wants. If they have been rightly educated, they will have been taught to know that their good is sought in every thing that is done for them, and with this confidence they will learn to leave all matters to the judgment of their guardians.— *John Locke.*

Among the various natural propensities which ought to be made use of to further the objects of education, curiosity is one. The inquiries of children are to be hearkened to with patience and attention, and no satisfaction is to be withheld from them. Consider well what they seek to know, and enlighten them on that particular point, not throwing in more information than they can pleasantly receive; thus they will be pleased by such attention, and gratified with their success, and tempted to new questions. — *John Locke.*

If the first corruption be not sucked in from the domestic manners, a little providence might secure men in their first entrance into the world; at least, if parents took as much care to provide for their children's conversation, as they do for their clothes, and to procure a good friend for them, as a good tailor. —*Clarendon.*

A man shall see, where there is a house full of children, one or two of the eldest respected, and the youngest made wantons; but in the midst, some that are as it were forgotten, who, many times, nevertheless, prove the best. The illiberality of parents, in allowance towards their children, is a harmful error, and makes them base; acquaints them with shifts; makes them sort with mean company; and makes them surfeit more when they come to plenty: and therefore the proof is best when men keep their authority towards their children, but not their purse. — *Lord Bacon.*

Education of youth is not a bow for every man to shoot in, that counts himself a teacher; but will require sinews almost equal to those which Homer gave Ulysses. — *Milton.*

The best rules to form a young man, are, to talk little, to hear much, to reflect alone upon what has passed in company, to distrust one's own opinions, and value others that deserve it. — *Sir W. Temple.*

Parents, and mothers most especially, must learn that their parental duties have not ceased when the personal comforts of their children are provided for; that it is on *their* example, *their* attention, *their* firmness, that much of the moral worth of their offspring depends. — *John Locke.*

Dr. Johnson being once asked What he thought the best system of education, he replied, " School in school hours, and home instruction in the intervals."

On another occasion, a " Mrs. Gastrell set a little girl to repeat to him Cato's soliloquy, which she went through very correctly. The Doctor, after a pause, asked the child ' what was to bring Cato to an end.' She said it was a knife. ' No, my dear, it was not so.' ' My aunt Polly said it was a knife.' ' Why, aunt Polly's knife *may do*, but it was a *dagger*, my dear.' He then asked her the meaning of ' bane and antidote,' which she was unable to give. Mrs. Gastrell said, ' You cannot expect so young a child to know the meaning of such words.' He then said, ' My dear, how many pence are there in sixpence ? ' ' I cannot tell, sir,' was the half-terrified reply.

On this, addressing himself to Mrs. Gastrell, he said, ' Now, my dear lady, can anything be more ridiculous than to teach a child Cato's soliloquy, who does not know how many pence there are in sixpence ? ' "

What Goldsmith said almost a century ago, in regard to the mode of treating the subject of education, is to the point now, and a majority of the writers on the subject would do well to ponder it.

" As few subjects are more interesting to society, so few have been more frequently written upon, than the education of youth. Yet is it not a little surprising, that it should have been treated by all in a declamatory manner? They have insisted largely on the advantages that result from it, both to the individual and to society, and have expatiated in the praise of what none have ever been so hardy as to call in question. Instead of giving us fine, but empty harangues upon this subject; instead of indulging each his particular and whimsical

systems, it had been much better if the writers on this subject had treated it in a more scientific manner, repressed all the sallies of imagination, and given us the result of their observations with didactic simplicity. Upon this subject, the smallest errors are of the most dangerous consequence; and the author should venture the imputation of stupidity upon a topic, when his slightest deviations may tend to injure the rising generation."

Give the sons of Massachusetts, small and comparatively unfertile as she is, the means of a good education, and they will stand against the world. Give me the means of educating my children, and I will not exchange its thirstiest sands, nor its barest peak, for the most fertile spot on earth, deprived of those blessings. I would rather occupy the bleakest nook of the mountain that towers above us, (Saddle Mountain, between Williamstown and Adams,) with the wild wolf and the rattlesnake for my nearest neighbors, with a village school, well kept at the bottom of the hill, than dwell in a paradise of fertility, if I must bring up my children in lazy, pampered, self-sufficient ignorance. A man may protect himself against the rattle and the venom; but if he unnecessarily leaves the mind of his offspring a prey to ignorance, and the vices that too often follow in its train, he may find too late for remedy,

> "How sharper than a serpent's tooth it is
> To have a thankless child."

A thankless child! No, I will not wrong him. He may be anything else that is bad, but he cannot be a *thankless* child. What has he to be thankful for? No! the man who unnecessarily deprives his son of education, and thus knowingly trains him up in the way he should not go, may have a perverse, an intractable, a prodigal child, one who will bring down his gray hairs with sorrow to the grave, but a thankless child he cannot have.—*Everett.*

It is the most touching of sights, the burial of a little creature, which shuts its eyes as soon as the glories of earth open to its view, without having known the parents whose tearful eyes are gazing on it; which has been beloved without loving in return; whose tongue is silenced before it has spoken; whose features stiffen before they have smiled. These falling buds will yet find a stock on which they shall be grafted; these flowers which close in the light of the morning, will yet find some more genial heaven to unfold them. —*From the German of Paul.*

ALGEBRAIC PARADOX.

"1. Let $a=x$, then,
2. multiplying by x, $ax=x^2$,
3. adding $-a^2$, $ax-a^2=x^2-a^2$,
4. resolving into factors, $a(x-a)=(x+a)(x-a)$,
5. dividing by $x-a$, $a=x+a$,
6. substituting a for x, $a=a+a=2a$, and
7. dividing by a, $1=2$."

In the October number, J. S. E. very properly decides that the fallacy is in passing from the fourth to the fifth equation. He might also, with equal propriety, have objected to the preparatory step of resolving into factors, as equation three is, by equation one, $0=0$, and zero has no factors.

I have been requested by a teacher, to add a word on the actual meaning of equation six, and the determinate values of $\frac{0}{0}$.

Although 0 renders every quantity into which it enters as factor or divisor, an absurdity, so that the two steps in passing from equation three to equation five are both absurd, yet the physical or geometrical question may admit a rational solution when the algebraic solution fails. To obtain this true geometrical or physical meaning of an absurd algebraic expression, we must substitute for 0 a very small quantity, and when the result is obtained, again substitute 0 for the infinitesimal. Thus equation seven is an absurdity, but its two members are in the ratio which the two members of equation three will have when x is very little larger than a.

Suppose that I should draw such a line on the surface of the earth, that a man travelling in it should always find his latitude equal to the cube of his longitude, (both being expressed in miles,)—at what angle would this line cross the equator?

Solution. The line would evidently cross the equator at the point where the first meridian crosses; and when the latitude was small, the line might be considered as the hypothenuse of a triangle, of which the latitude and longitude were legs. Hence its direction depends on the ratio of these legs, that is, on the fraction $\frac{\text{lat.}}{\text{lon.}}$ which at the equator would be $\frac{0}{0}$. But by the question $\frac{\text{lat.}}{\text{lon.}}=\frac{\text{lon.}^3}{\text{lon.}}=\text{lon.}^2=0$. That is, the longitude would, when very small, be very much greater than the latitude, and when both were zero, the line would be absolutely parallel with the equator; a result perfectly rational and true, though derived from the algebraic absurdity $\frac{0}{0}$.

Again, at what angle would it cross the parallel of 8′ north? Here the legs of our infinitesimal triangle would be lat.—8′ and lon.—2′, and their ratio, $\frac{\text{lat.}-8'}{\text{lon.}-2'}$, would become $\frac{0}{0}$ at the required parallel. But in this case we should have lat.—8′=

lon.^{3}—8′, which divided by lon.—2′ gives lon.^{2}+2 lon.+4, which, when lon. is 2′, =12. That is, the parallel of 8′ crosses this line at the same angle which a hypothenuse makes with a leg of 1, the other leg being 12. Here is then again a definite actual result, in a physical question, which in the algebraic form is absurd.

These questions are simple, but the principle is applicable to very intricate questions, and leading to very singular results.

H. T.

Waltham, Dec. 1850.

The above remarks upon the effect of 0 in connection with numerals, suggest the expediency of a remark upon the simplest method of proving the value of fractional expressions when 0 is the denominator, e. g. $\frac{7}{0}$. We have been told even, that the value of such a fraction is 0; because, say they, whenever 0 is a factor, 0 is the answer. The reverse of this is, however, the true answer. The expression $\frac{7}{0}$ is an unexecuted division. Division is but abbreviated subtraction, and in dividing, we simply inquire how many times we can subtract the divisor from the dividend. The question is, then, How many times can we subtract 0 from 7 without exhausting 7? The answer is an infinite number, and the value of $\frac{7}{0}$ is infinity. Many seemingly difficult mathematical points may be easily explained by performing the multiplying and dividing processes in addition and subtraction.—*Ed.*

PROBLEMS.

$x^2+xy=8$.

$x^2+y=6$. Required value of x and y.

It is said that the above problem cannot be solved by the use of quadratic equations alone.—*Ed.*

Suppose A to start from Boston on Monday noon, and travel west with the same rapidity as the sun. Suppose him to ask every man on his way, "What day is it?" and to receive from each an answer. Where will he meet the first man who will tell him that it is Tuesday?

Again, suppose two persons to start from Boston exactly at noon on Monday, and travel with electric speed on the same parallel of latitude, one east, the other west, and meet in, say one minute. Each reckoning time according to the general rule of adding one hour for every remove of fifteen degrees east, and subtracting one hour for every remove of fifteen degrees west, will it be, at the place of meeting, one minute after twelve of Monday or Tuesday morning? And if we decide it to be either, say Monday, what day is it at the antipodes of any other place, say London, when it is Monday noon at London?—*Ed.*

NORFOLK COUNTY TEACHERS' ASSOCIATION.

REPORT OF THE PROCEEDINGS AT THE SEMIANNUAL MEETING HELD AT DEDHAM, DEC. 23d and 24th, 1850.

THE Norfolk County Teachers' Association held its sixth semiannual meeting, at Temperance Hall, Dedham, on Monday and Tuesday, December 23d and 24th, 1850.

Monday morning, at 10 1-2 o'clock, the Association was called to order by the President, George Newcomb, Esq., of Quincy, and the throne of grace was addressed by Rev. Dr. Lamson, of Dedham.

The secretary read the report of the last meeting; after which the president and secretary being called on for written communications from teachers, on educational topics, reported that none had been received.

The lecture of Mr. Hagar, which was in order for 11 o'clock, on motion, was deferred to the same hour of Tuesday.

On motion, it was voted to invite all present, not members, to take part in the deliberations of the Association; it was also voted to restrict gentlemen in their remarks to ten minutes.

The subject of spelling was then taken up and discussed by Messrs. Colburn, Reed, Dodge, Capen, Woodbury and Butler. All were of the opinion that the method of obliging scholars to write their words from dictation, was the best that could be adopted. The importance of classifying derivative words under their respective Latin or English roots, and making this an aid to the scholar, was referred to, and Mr. Colburn explained the method taught in the Bridgewater Normal School: he also alluded to the necessity incumbent on teachers of aiming at correctness in their own orthography, and mentioned instances in which, in applying for situations, they had failed of success, merely on account of inaccuracy in this respect.

The directors were appointed a Committee to furnish subjects for discussion. At one o'clock, the Association adjourned, and met again at two, P. M.

The Committee on questions reported in favor of discussing either the subject of Arithmetic or Geography: the former subject was taken up and discussed by Messrs. Dodge, Alden, Colburn, Reed, and Capen. At three o'clock, the hour appointed for the lecture of Mr. Smith, it was voted to defer the lecture until half past three, and the discussion on Arithmetic was resumed, and continued by Messrs. Reed, Hagar, Colburn, and Capen. The discussion rested chiefly on the importance of thoroughness in teaching the elements of arithmetic. The use of keys, and of printed answers in any form by the pupil, as an

aid, was denounced in the most unqualified terms. One gentleman stated that his practice, on finding a key in the hands of the pupil, was invariably *to burn it up*. We believe that all who heard him, concurred in the propriety of such a course. Various short methods of calculation, of multiplication, and of obtaining the least common multiple, were explained by several of the speakers.

At half past three o'clock, a lecture was delivered by Rev. Increase S. Smith, of Dorchester, on the subject, "Qui docet, discit"—"He who teaches, learns." Not having taken notes of this most excellent lecture, we copy a short abstract of it from the "Norfolk County Journal." The lecturer commenced with the motto, "The teacher learns." When he begins, he has no fixed methods, but looks at things somewhat as his pupils do. He has a feeling that he must *appear* to know everything; he is then full of enthusiasm, and is often a better teacher than when he becomes old and fixed in his methods, and grinds out the same old tunes. Teachers should be the literary and scientific enthusiasts of the land,—should not drill less, but should study and investigate more. They need out-door exercise, and should go out as naturalists, and collect specimens in Botany and Mineralogy, and bring them in to interest their pupils. They are in danger of rusting out, therefore they should study, study, study. The lecture was interesting and instructive, and received the hearty approbation of those present.

Mr. Kneeland, of Dorchester, spoke on the subject of the lecturer's appeal to teachers to devote themselves to the acquisition of other knowledge than such as is required merely in the sphere of their usual duties, and closed his remarks by moving that the thanks of the Association be presented to Rev. Mr. Smith, for his able, interesting, and instructive address, which motion unanimously passed. After the appointment of a committee to attend to the more effectual heating of the hall, at 1-2 past 4 o'clock, the Association adjourned, and met again at 7 P. M., to listen to a lecture from Rev. Mr. Dean, of Quincy.

The lecture of Mr. Dean was a very able, interesting, and methodical exposition of the duties arising out of the teacher's profession. He made many earnest appeals to teachers on subjects of interest to them, and was listened to with evident satisfaction on the part of his audience. On motion, it was voted, that the thanks of the Association be presented to Rev. Mr. Dean for his excellent and interesting lecture.

After recess, the importance of affording a liberal patronage to the "Massachusetts Teacher," was introduced by Mr. Capen, and additional remarks were made by Messrs. Reed, Kneeland, and Colburn.

A long and interesting discussion followed, on various subjects: Mr. Barrows, of Dorchester, spoke upon the difficulty the teacher labored under, in not being independent in his profession. Mr. Colburn spoke on the idea thrown out in the lecture, that our public schools were fast supplanting colleges in public estimation. Further remarks on the relative position and influence of public schools, academies, and colleges, were made by Rev. Mr. Dean, Dr. Cutter, and Messrs. Colburn, Barrows, and Hagar. At 10 o'clock, the Association adjourned to meet at 9 A. M., of Tuesday.

Tuesday, Dec 24th, 1850. The Association met according to adjournment, and was called to order by the president. The secretary read the records for Monday; after which, on motion, it was voted, that the morning session close at a quarter before one o' clock, and that the time of meeting in the afternoon be at two o'clock.

A resolution on the subject of school-books was offered, which, after some amendments, and an animated debate, sustained by Messrs. Kneeland of Dorchester, Morse of Quincy, Capen of Boston, Colburn and Capen of Dedham, Reed of Roxbury, Woodbury of Dorchester, and Slafter of Dedham, was unanimously adopted, as follows:

Resolved, That, in our opinion, it would secure a better selection of text-books in our public schools, if the teachers were permitted to meet with the committee, and discuss with them the merits of all books proposed.

The subject of Mr. Smith's lecture was then taken up and discussed by Messrs. Kneeland, Barrows, and Capen of Boston.

Voted to take a recess of five minutes. After which, at 11 o'clock, according to appointment, a lecture was delivered by D. B. Hagar, Esq., of the Jamaica Plain High School, Roxbury, upon the subject of the "Supervision of Schools." "The lecturer's views were radical, and were delivered with great beauty and energy, and it may be said, without any disparagement of others, that it was the crowning glory of the meeting."

The lecturer made an able argument in favor of the plan of having a general superintendent of schools in our cities and large towns.

On motion of Mr. Reed, of Roxbury, it was unanimously voted, that the thanks of the Association be presented to Mr. Hagar, for his very able, interesting, and valuable lecture; and that a copy be requested for the press. Remarks on the subject were made by Messrs. Reed and Dodge, and Dr. Cutter.

"Mr. Kneeland, of Dorchester, then introduced to the Association Mrs. Haines, of Milwaukie, Wisconsin, an associate of Miss Catherine Beecher, who is engaged in the laudable work of employing teachers for the West. Mrs. Haines spoke in a

becoming and graphic style, of the sterling advantage of mental culture — of female integrity and virtue — and of the dignity of the teacher's profession."

A vote of thanks was unanimously passed to Mrs. Haines for her excellent address. Voted to adjourn.

AFTERNOON SESSION.

The Association was called to order at 2 o'clock. Voted to adjourn at 4.

A vote of thanks was passed to those who had been instrumental in adding to the convenience and comfort of the teachers attending the meeting of the Association.

On motion of Mr. Butler, the subject of Music was taken up and discussed until 3 o'clock, when a lecture was delivered by W. H. Wells, Esq., Principal of the Putnam School, Newburyport, on "The importance of inculcating self-reliance on the part of the pupil." The lecture was highly practical and instructive, and the views advanced were illustrated by interesting anecdotes, and enforced by sound argument. Mr. Wells was listened to with marked interest and pleasure.

On motion of Mr. Capen, it was voted, that the thanks of the audience be presented to Mr. Wells for his exceedingly practical and interesting lecture, and for the kindness he has manifested in being present from so great a distance to favor us.

At 4 o'clock, the Association adjourned, to meet at such time and place as the directors may hereafter appoint.

Thus passed off one of the most agreeable and profitable of the meetings of this Association. Notwithstanding the inclemency of the weather on Monday, acknowledged to be the most disagreeable winter's day we have had for many years, we counted about fifty teachers in attendance, and it was gratifying to notice several members of School Committees present, a fact which speaks well for the interest which is taken in the Association of Norfolk County. C. J. CAPEN, *Sec'y.*

BOOKS.

Books, like friends, should be few and well chosen.

Like friends, too, we should return to them again and again — for, like true friends, they will never fail us — never cease to instruct — never cloy. — *Joineriana.*

It is with books as with women, where a certain plainness of manner and of dress is more engaging, than that glare of paint

and airs and apparel, which may dazzle the eye, but reaches not the affections. — *Hume.*

Books (says Lord Bacon) can never teach the use of books; the student must learn by commerce with mankind, to reduce his speculations to practice. No man should think so highly of himself, as to think he can receive but little light from books, nor so meanly as to believe he can discover nothing but what is to be learned from them. — *Johnson.*

Knowledge of books in recluse men, is like that sort of lantern which hides him who carries it, and serves only to pass through secret and gloomy paths of his own; but in the possession of a man of business, it is as a torch in the hand of one who is willing and able to show those who are bewildered, the way which leads to prosperity and welfare. — *Spectator.*

Books, to judicious compilers, are useful — to particular arts and professions absolutely necessary — to men of real science they are tools; but more are tools to them. — *Joineriana.*

One of the amusements of idleness is reading without the fatigue of close attention, and the world, therefore, swarms with writers whose wish is not to be studied, but to be read.—*Johnson.*

[For the Massachusetts Teacher.]

Mr. Editor: — I find that some of my friends suppose the lines entitled "Be Kind," in the January number of the Teacher, owe their authorship to me. Allow me to say that, although I cheerfully adopt their sentiments, I have no claim to their origin. The lines fell in my way, and thinking they would be useful to our fraternity, I sent them for publication.

The following are among some scraps I have gathered, and I offer them for your next paper. G. F. F.

No one performs an act of kindness, but plants a flower in his own heart.

We must be helpers of *others'* joy, in order to promote our own.

Harsh words are like hail stones in summer, which, if melted, would fertilize the tender plants they batter down.

A good example, like the noiseless dew, does not agitate the tenderest plant, though it refreshes and makes it thrive.

SELECTED ITEMS.

TESTIMONY OF A RICH MAN.

The late Mr. McDonogh, the millionaire, in his will, says:

"Let the poorer classes of the world be consoled, assured that the labor-loving, frugal, industrious and virtuous among them possess joys and happiness in this life which the rich know not and cannot appreciate. So well convinced am I, after a long life and intercourse with my fellow men of all classes, of the truth 'that the happiness of this life is altogether on the side of the virtuous and industrious poor,' that, had I children (which I have not) and a fortune to leave behind me at death, I would bequeath, after a virtuous education, to effect which nothing should be spared, a very small amount to each, merely sufficient to excite them to habits of industry and frugality, and no more."

The last item in the will of John McDonogh, is as follows:

"And (I was near forgetting that) I have still one small request to make, one little favor still to ask, and it shall be the last. It is, that it may be permitted annually, to the children of the free schools, situate the nearest to my place of interment, to plant and water a few flowers around my grave. This little act will have a double tendency; it will open their young and susceptible hearts to gratitude and love to their divine Creator, for having raised up, as the humble instrument of his bounty to them, a poor, frail worm of earth like me, and teach them at the same time, what they are, whence they came, and whither they must return."

THE MORE HASTE THE WORSE SPEED.

Dr. Orville Dewey's lecture before the Mercantile Library in Boston, was upon the Law of Progress, which he thought was slowness, calmness and moderation. He said in these times every body and every thing seemed to be in a hurry, going at railway speed. A railway train should be the emblem on our shield, with the motto, "Hurrah!" This haste he did not like. He saw the evil effects of it in all directions. Young women were in too much haste to be brought out, and boys in too much haste to assume the position of men. In our schools the children were pushed through their studies too rapidly, and too much is attempted to be done. He had heard a teacher use the characteristic expression that his pupils should be "put through" such and such studies. This, he said, is a modern practice.

We put children through philosophy — put them through history — put them through Euclid. He had no faith in this plan, and wished to see the school-teachers set themselves against this forcing progress.

ALFRED THE GREAT.

When Alfred was twelve years old, Judith, his step-mother, was sitting one day surrounded by her family, with a manuscript of Saxon poetry in her hand. As Aldhelm and Cedmon had written poems of great popularity, it may have contained some of theirs. That she was able to read is not surprising, because she was a Franc, and the Francs had received from the Anglo-Saxons a taste for literary pursuits and were cultivating them with superior ardor. With a happy judgment, she proposed it as a gift to him who would the soonest learn to read. The whole incident may have been chance play, but it was fruitful of consequences. The elder princes, one then a king, the others in mature youth or manhood, thought the reward inadequate to the task, and were silent. But the mind of Alfred, captivated by the prospect of information, and pleased with the beautiful decoration of the first letter of the writing, inquired if she actually intended to give it to such of her children as would the soonest learn to understand and repeat it. His mother repeating the promise with a smile of joy at the question, he took the book, found out an instructor, and learned to read. When his industry had crowned his wishes with success, he recited it to her. To this important, though seemingly trivial incident, we owe all the intellectual cultivation, and all the literary works of Alfred; and all the benefit which, by these, he imparted to his countrymen. If this family conversation had not occurred, Alfred would probably have lived and died, as ignorant and unimportant, and as little known as his three brothers. For the momentous benefit thus begun to Alfred, the memory of Judith deserves our gratitude. This French princess was the kind Minerva from whom arose the first shoots of that intellectual character which we admire in Alfred. To such remote and apparently inconnected causes do we often owe our greatest blessings.—*Sharon Turner's History of the Anglo-Saxons.*

SCHOOLS OF MASSACHUSETTS FOR 1849.

The towns raise by taxation for the support of schools, annually, $830,577. Besides this, $5,483, income of the "Surplus Revenue," is so appropriated. Total, $836,060. Add $35,280, contributed as board and fuel. Number of children in the

State from 4 to 16 years old, 215,926. Number that attend school under 4 years, 3,326; over 16 years, 10,452. Number of public schools in the State, 3,749. Number of male teachers, 2,426. Number of female teachers, 5,737. Number of scholars in summer schools, 173,659. Number in winter schools, 191,712. Average wages per month, inclusive of board, paid to male teachers, $34.02. Do. to female teachers, $14.19. Amount of School Fund, December 1, 1849, $876,082; increase during the year, $27,815. There are 64 incorporated academies in the State, with 3,864 pupils, and an aggregate of $61,694 paid for tuition; also, 1,047 unincorporated academies and private schools, &c., with 27,583 scholars, and an aggregate of $240,780 paid for tuition. There are also local funds for the support of academies, &c., to the amount of $354,620, yielding an income of $21,584. Number of volumes in school libraries, 91,539. Value, $42,707. Value of apparatus, $23,826. The value of the public school-houses in the State, in 1848, was $2,750,000, of which $2,200,000 had been expended since 1838. There are three Normal Schools supported by the State, at an annual cost of about $6,500; — one at Westfield, one at West Newton, and one at Bridgewater, — averaging annually, in all, 225 pupils. — *Am. Almanac.*

STATE REFORM SCHOOL, WESTBORO'.

W. R. Lincoln, Superintendent.

Boys in the school, December 1, 1848, 23; received since, 311; discharged during the year, 24; remaining, November 30, 1849, 310. 3 were 7 years old; 10 were 8; 17 were 9; 27 were 10; 36 were 11; 46 were 12; 33 were 13; 59 were 14; 69 were 15; 3 were 16; 3 were 17; 1 was 18; 2 were 19; and the age of one was unknown. 119 were committed for larceny; 5 for breaking and entering with intent to steal; 21 for breaking and entering, and larceny; 20 as idle and disorderly; 2 for having obscene books for circulation; and 110 for stubbornness. 247 were committed during minority; 8 for 5 years; 22 for 3 years; 18 for 2 years; and 18 for 1 year. 112 were received from Suffolk County; 68 from Middlesex, 66 from Essex, 31 from Barnstable, 24 from Worcester, 19 from Norfolk, and 6 from Bristol. 268 were born in the United States, and 66 in foreign countries. All the boys are employed during a portion of the day at some mechanical, agricultural, or domestic labor. They do the washing, ironing, and cooking, and make and mend their own clothes. Each day, 4 hours are devoted to school, 6 to labor, 8 1–2 to sleep, and 5 1–2 to recreation and miscellaneous duties. 180 acres of land were originally purchased, and since that time an adjoining farm had been added. The buildings can accommodate

about 300 boys. The health of the boys is good. For more than five months preceding November 30, 1849, there was not a single case requiring the aid of a physician. — *Am. Almanac.*

SCHOOLS IN BOSTON.

Extracted from the Inaugural Address of Mr. Bigelow, Mayor of the City of Boston for the year 1851.

The cities and towns which constitute our business neighborhood, have an aggregate population as large as that of the metropolis, and in connection therewith, constitute a community unexcelled for industrious thrift and social privileges and institutions. These blessings being the result, directly or indirectly, of the system of popular education founded by our fathers, it is proper that our schools should have precedence in an official survey of the municipal affairs of Boston.

There are at this time in attendance upon our public schools, nearly 21,000 pupils. The whole number of these schools (viz.: the Primary, Grammar, English High and Latin Schools) is two hundred. Within the year there has been expended from the City Treasury, for instruction, $182,000; for repairs, fuel, and other incidental expenses of school-houses, $56,500; for new school-houses, $56,000; — the aggregate amounting to $294,500. The public schools, in general, are in a highly satisfactory condition, and the Committees having them in charge have been diligently faithful to their responsible trusts. With all the excellence of our system of instruction, I think it has an important failing in the endeavor to accomplish too much, — especially when I consider the limited time during which our youth can have the benefit of the schools. A less number of studies, carefully reserving those having the most important practical bearing upon mental improvement, would secure the great ends of popular education better than ambitious endeavors to teach almost every thing. These, in too many cases, result in an imperfect acquaintance, on the part of the pupil, with those branches which are most essential to his progress and happiness in life.

SCHOOLS IN CHARLESTOWN.

Extracts from the Inaugural Address of Mr. Frothingham, Mayor of the City of Charlestown for the year 1851.

The most important interest of the government is our system of free schools. It is connected with the past by the most honorable sanctions; it is endeared to the present by the benefits it has spread over society; while it affords the surest means of working out good for the future. It owes its origin and its constant maintenance to a deep sense of the obligation which

society is under — according to its ability — to provide an opportunity where every child may receive instruction. It is believed that public sentiment here is sound on this subject; and that in this favored period, it is regarded as one of the highest of public duties to maintain the common schools at a standard demanded by the general progress of the age.

This department now consists of 25 primary schools, containing 1758 pupils; 8 grammar schools, with 1293 pupils, and 1 high school, of 73 pupils, supported last year by an appropriation of $25,000.

The grammar schools deserve, in a peculiar manner, the fostering care of the government. Nearly all the children attend them; and as many pupils are taken out by their parents at an early age, it ought to be borne in mind, that they furnish all the school advantages which such children enjoy, to prepare for the active duties of life. It is therefore of the utmost importance that they should be as spirited, should be as attractive, should be as efficient — in a word, should be kept at as high a standard as it is practicable for schools of this grade. In former years they have been regarded as equalling in efficiency many of the schools called high schools; and it is a striking illustration of this efficiency that, in 1848, there were more than fifty who had graduated from them during the eight years previous, who, without other academic instruction, were then filling responsible stations as teachers in this city, or in neighboring towns, or in Boston.

I do not hesitate to recommend the appropriations that may be necessary to maintain these schools in all proper efficiency. But neither expensive school-houses nor large appropriations are sufficient to make good schools. These depend on a variety of influences. Steady, quiet, persevering effort, harmony between the school committee and the teachers, harmony between the teachers of a school, the coöperating feeling of parents, will promote their prosperity. And as to the school itself, it is not a particular method that will insure progress, but it is the mind that works the method. Hence good schools depend on the teachers. If they be capable, industrious, patient, pleasing in their manner, governing more by the reasoning head than by the heavy hand, the school will show it in cheerful obedience and steady progress; if they be otherwise, whatever may be their numbers, the result will not be satisfactory. But their selection, and the management of the schools, devolve on the school committee; and hence the welfare of this most interesting branch of public service depends on the intelligence, good sense, and energy of this important board. Our common schools, under a wise administration, cannot fail to make their mark on our community. Successive generations will grow up under

their silent and beneficent influences, each developing in a higher degree the true purposes of being, and each better prepared to render service to their fellow men.

SCHOOLS IN ROXBURY.

We learn from the Norfolk County Journal, that there are 47 Public Schools in that city, with 65 teachers and 3,600 pupils. The schools are divided as follows: 30 primary, 1 intermediate, 4 grammar schools, and 2 high schools, which are supported chiefly by funds established for the purpose, viz.: the Latin School, which by act of the Legislature was submitted for the High School required by statute, and the Eliot School, on Jamaica Plain.

SCHOOLS IN NEW YORK.

The whole number of children taught in the public schools of New York, within the year 1849, was 749,500. Amount of teachers' wages, $1,322,696.

SCHOOLS IN PHILADELPHIA.

The number of public schools in the city and county of Philadelphia is 258; one Normal School; fifty-three grammar schools; twenty-nine secondary; one hundred and thirty primary, and forty unclassified. Scholars, 23,706 boys; 21,677 girls; 81 male and 646 female teachers. The expenditure during the last school year was $332,433 21. The expense of the High School during the year was $15,600 37, and the number of scholars 485.

The Board of Controllers of the Public Schools have passed a resolution increasing the salaries of all teachers receiving $125 per annum to $150. The resolution passed with but one dissenting voice.

POPULATION OF THE GLOBE.

Africa, variously estimated from 60,000,000 to	101,000,000
American States, - - - - - -	53,995,816
Asia, including Islands, - - - -	429,600,000
Australia and Australian group of Islands,	1,368,000
Europe, - - - - - - - -	252,589,972
Polynesia, (a mere estimate, as there are few or no data), - - - - -	1,500,000
Total population of the Globe,	840,053,788

— *American Almanac.*

THE

MASSACHUSETTS TEACHER.

Vol. IV. No. 3.] F. N. BLAKE, Editor of this Number. [March, 1851.

THE TEACHER'S LIBRARY.

The best mode of educating the young is one of the great problems of the day. Involving, as it does, the necessity of adapting many and complicated means to a great and important end, it is, at once, difficult of solution and worthy of serious and prolonged study. To plan the best houses; to procure the best apparatus; to select the best books; to prescribe a course of study that shall best harmonize the three great elements of education, moral, intellectual, and physical; and to secure the most efficient and accomplished teachers — these are some of the parts of this complicated question. We propose to follow out but one of its ramifications,— that which pertains to teachers. We shall not take it upon ourselves to say what should be the special training of the teacher in view of the great work to which he is called; we shall only point out what we consider one of his greatest wants at the present time, — *a judiciously selected library.*

It has long been the opinion of many judicious men, that the business of teaching should vindicate for itself a place among the so-called *learned professions.* Teachers themselves have felt the necessity of having some bond of union — some corporate pride — some corporate existence. They have met to devise means for advancing and dignifying their work; and already does teaching begin to assume the rank and dignity of a profession. But it, as yet, enjoys but an embryo existence. Many changes must take place, both in the public and in teachers themselves, before it can assume the rank it deserves. An idea still lurks in the mind of many, that teaching is not so respectable, or rather, honorable as the practice of law or medicine. The natural consequence of this prejudice is that the

work of education fails to attract its legitimate share of the best talent. There are two ways of remedying this evil. The public must pay higher salaries to teachers, and thus allure a higher order of talent into the profession, or the teachers must take the matter into their own hands, and by raising the standard of the profession, and infusing into it a greater amount of learning, raise themselves in the public estimation. It is a principle recognized by writers on political economy, that a profession should be remunerated according to the time and money expended in preparing for it, and the capital necessarily employed in its practice. The lawyer, physician, and clergyman, usually spend two or three years in preparing to enter on the duties of their respective professions. In addition to this expenditure of time, a select library is deemed essentially necessary to success. We see no reason why even a much longer preparatory course, a much higher degree of attainment, *and a much larger library*, are not as essentially necessary to the success of the teacher; and were these conditions of success fulfilled, it would follow that a much larger remuneration would also be due to him. But our present business is with the teacher's library.

In the first place, teachers are rarely situated so that they can have access to our large public libraries. Were they all stationed in our large cities, or in the immediate vicinity of social libraries, the necessity of having a private library would not be so pressing. But three-fourths of our teachers must depend for books upon themselves. The small school libraries established by the Legislature of 1842, though doing so much for the culture of children, and eminently fulfilling the purpose for which they were established, cannot satisfy the wants of the teacher. The character of the books composing these libraries recommends them especially to children; and were they such books as he would select, their limited number would still render a private library necessary.

The same reasons that render a library necessary to the lawyer, the physician, and the clergyman, render one necessary to the teacher. There is, besides, a *special* reason in the case of the latter. The teacher needs a course of general, miscellaneous reading to check and counteract the untoward influences of his profession. There is something in the very nature of his duties that has a tendency to contract and belittle the mind. The daily return of the same round of studies for years, varied only by an occasional change of text-books; the need of insisting upon all the little forms and technicalities of the school-room; the necessity of simplifying and mincing his thoughts so as to bring them down to the level of the pupil's mind; the painful attention he is obliged to give to a thousand little particulars; — all these are influences which, if not counteracted, might reason-

ably be supposed to produce the effect to which we have alluded. In fact, we may say that every professional man is in danger of impeding and cramping his mental culture; first, by relying too much upon the mere forms and technicalities of his profession, without striving to attain to its life and spirit; and secondly, by failing to see how all professions are, in some manner, linked together — how all the departments of learning are, as Cicero remarks, bound together by the closest ties of relationship. The physician who should rely for success chiefly upon his drugs and diploma, and should give up his books altogether, would soon degenerate into an unmitigated quack. The lawyer who should fancy the difficulties of his profession overcome, when he had mastered its dry forms, its tedious tautologies, and its antiquated technicalities, (unfortunately there are too many who "lay that flattering unction" to their souls,) would soon have a mind shrivelled and decayed, and little better than a machine with which to grind out writs and "shave notes."

If these contracting, stiffening influences beset the physician and the lawyer, how much more the teacher! If they, with fresh subjects for thought and investigation almost daily presented in their practice, are in danger of becoming lifeless and formal, what shall we say of the *teacher* who is obliged to travel a beaten track — to tread the same round of duties year after year? He, of all men, needs the genial and quickening influence of reading. He, of all men, needs to have fresh streams of thought pouring into his mind from all departments of learning. He, of all men, stands in need of the quickening, "fecundating pollen of thought," which books, like bees, bear from mind to mind. He needs a library for his own *recreation*, if for nothing else. When he returns home at night, wearied in mind and body with the cares and labors of the day, what is better fitted to restore his flagging spirits than a good book? What is better to make him forget the trials and perplexities of the school-room? The very presence of his books will infuse peace and quietness into his soul.

> "Round these, with tendrils strong as flesh and blood,
> His pastime and his happiness will grow."

He will find them in truth a

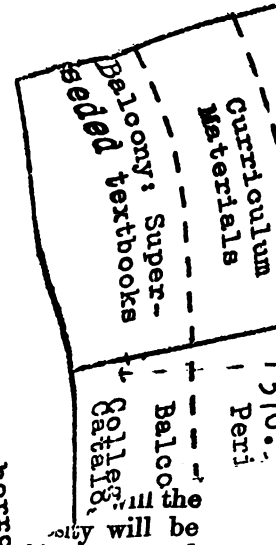
> —— "substantial world, both pure and good,"

into which he can retire at pleasure — a world in which he can find something to heighten every joy and soothe every sorrow.

But it is not solely for his own good that I would insist upon the teacher's having a library. The stream that will flow from it, will not fertilize his mind alone. He can make of himself, so to speak, a vast reservoir from which a thousand little streamlets may be taken and conducted into the bosom of society. He is

the teacher of all,—the teacher of teachers. Clergymen, physicians, lawyers, mechanics, merchants, farmers,—all ranks, all classes come to learn of him. The whole mass of society—the *raw material* of which it is manufactured, has to pass through his hands, and that too in its most plastic and impressible period, and it will ever retain, written in indelible characters, the marks of his knowledge and skill, or of his ignorance and unskilfulness. When we consider the magnitude of the interests we commit to his care; the importance of the work we engage him to perform; "what manner of person ought he to be?" Is it too much to say that he should be a thorough and accomplished scholar? Is it too much to require that he should be conversant with some things *not* immediately connected with the more special duties of the school-room? Society itself repairs to him for knowledge; and shall *he* not *know?* We build a huge mechanism—a complicated machinery of houses, books, money and apparatus; yet it cannot be made to act upon the unformed material of mind, until it is skilfully directed. What is mach[illegible] skilful engineer? It is one thing to generate [illegible] thing to apply it with safety and success.

It would be a difficult task to enu[illegible] should find a place in the to[illegible] relation of instructor to soc[illegible] who are to fill all stations an[illegible] the character of his books s[illegible] his duties. Supposing him t[illegible] books, he should have anoth[illegible] connection with the branches[illegible] course of reading will supply[illegible] dryness, monotony and incom[illegible] the best text-books. The bes[illegible] for him to supply.



If he teaches history, his lil[illegible] means of pouring a flood of lig[illegible] The bare, *jejune* epitome of ev[illegible] a beautiful and interesting pict[illegible] eton, under his vivifying touch, [illegible] again, and once more warm int[illegible] dulness of teaching be relieved; [illegible]ity will be roused; the springs of thought [illegible] in his mind; and his intellectual machinery will be [illegible]otion. Thus will the real end of *education* be answered, which is not so much a *pouring-in*, as a *drawing-out* process,—a development of those transcendent faculties which the child possesses in virtue of his humanity, but which must lie cold and dormant, until some skilful hand touches their springs of motion.

Again, if he teaches mathematics, he should have an intimate

acquaintance with its higher principles — with what is termed the higher mathematics. Books wholly above the level of his scholars' abilities, may furnish rich food to him, and through him to them. Thus we might go on through the whole circle of sciences. Especially should he endeavor to have books embodying the results of the most recent investigation in the natural sciences, when new discoveries are made almost daily. All books relating to the business of teaching will, of course, be found in his possession. He should have an intimate knowledge of the school systems, not only in this country, but also of those in Europe, where, in many countries, the science and principles of education are much better understood than among us. Encyclopædias, books and treatises on the useful arts, and on the application of science to the arts, should find a place in his library. The works of Humboldt, Ritter and Guyot, will enable him to convert the study of Geography — too often one of the dryest, most mechanical and unphilosophical studies — into one full of interest, life and deep philosophy.

Works on mental philosophy he will not fail to possess. If a knowledge of the faculties and laws of the mind are of *practical* moment to any man, it is to him. The physician professes to take charge of our bodies — our physical health. What toil and study are necessary in the departments of anatomy and physiology, before he feels himself competent to assume the duties of his office! Every minute part of the system is carefully and repeatedly anatomized, and its physiological function learned. The *teacher* takes charge of the *mind's* health, and that, too, when the mind is most susceptible of contracting diseases of all sorts. He is the mind's physician. Any malpractice on his part will give it an unhealthy tone, or a one-sided development that will last for life. He needs, then, to know all its faculties, their laws and functions, — all its deep and wonderful capacities — all its tender, nerve-like sensibilities — all its delicate susceptibilities; he needs to know how to touch skilfully all its hidden springs, and to set in motion all its complex and invisible machinery.

Works on moral science, and, generally, works of a moral and religious tendency should occupy a large space in his library. Their contents should "deck his head," and their spirit animate his heart. He stands not only "*in loco parentis*," but "*in loco pastoris*" to great numbers of children. Many of his pupils, orphans, perhaps, or the offspring of vicious and degraded parents, — surrounded by untoward influences, and feeling the strong hand of poverty always upon them, are rarely seen at church. Such children have a double claim upon him. He must be to them both teacher and preacher. The wants of their bodies and their minds are light in importance, when compared

the teacher of all,—the teacher of teachers. Clergymen, physicians, lawyers, mechanics, merchants, farmers,—all ranks, all classes come to learn of him. The whole mass of society—the *raw material* of which it is manufactured, has to pass through his hands, and that too in its most plastic and impressible period, and it will ever retain, written in indelible characters, the marks of his knowledge and skill, or of his ignorance and unskilfulness. When we consider the magnitude of the interests we commit to his care; the importance of the work we engage him to perform; "what manner of person ought he to be?" Is it too much to say that he should be a thorough and accomplished scholar? Is it too much to require that he should be conversant with some things *not* immediately connected with the more special duties of the school-room? Society itself repairs to him for knowledge; and shall *he* not *know?* We build a huge mechanism—a complicated machinery of houses, books, money and apparatus; yet it cannot be made to act upon the unformed material of mind, until it is skilfully directed. What is machinery without a skilful engineer? It is one thing to generate power; quite another thing to apply it with safety and success.

It would be a difficult task to enumerate all the books that should find a place in the teacher's library. Standing in the relation of instructor to society, — having under his tuition those who are to fill all stations and devote themselves to all professions, the character of his books should correspond with the nature of his duties. Supposing him furnished with the most approved text books, he should have another class of books which have a close connection with the branches he is called to teach. An extensive course of reading will supply him with the means of relieving the dryness, monotony and incompleteness that are often found in the best text-books. The best books must necessarily leave much for him to supply.

If he teaches history, his library should furnish him with the means of pouring a flood of light and illustration upon the lesson. The bare, *jejune* epitome of events should dilate and spread into a beautiful and interesting picture. The dry chronological skeleton, under his vivifying touch, should assume flesh and blood again, and once more warm into life and vitality. Thus will the dulness of teaching be relieved; the scholar's curiosity will be roused; the springs of thought will be opened in his mind; and his intellectual machinery will be set in motion. Thus will the real end of *education* be answered, which is not so much a *pouring-in*, as a *drawing-out* process, — a development of those transcendent faculties which the child possesses in virtue of his humanity, but which must lie cold and dormant, until some skilful hand touches their springs of motion.

Again, if he teaches mathematics, he should have an intimate

acquaintance with its higher principles — with what is termed the higher mathematics. Books wholly above the level of his scholars' abilities, may furnish rich food to him, and through him to them. Thus we might go on through the whole circle of sciences. Especially should he endeavor to have books embodying the results of the most recent investigation in the natural sciences, when new discoveries are made almost daily. All books relating to the business of teaching will, of course, be found in his possession. He should have an intimate knowledge of the school systems, not only in this country, but also of those in Europe, where, in many countries, the science and principles of education are much better understood than among us. Encyclopædias, books and treatises on the useful arts, and on the application of science to the arts, should find a place in his library. The works of Humboldt, Ritter and Guyot, will enable him to convert the study of Geography — too often one of the dryest, most mechanical and unphilosophical studies — into one full of interest, life and deep philosophy.

Works on mental philosophy he will not fail to possess. If a knowledge of the faculties and laws of the mind are of *practical* moment to any man, it is to him. The physician professes to take charge of our bodies — our physical health. What toil and study are necessary in the departments of anatomy and physiology, before he feels himself competent to assume the duties of his office! Every minute part of the system is carefully and repeatedly anatomized, and its physiological function learned. The *teacher* takes charge of the *mind's* health, and that, too, when the mind is most susceptible of contracting diseases of all sorts. He is the mind's physician. Any malpractice on his part will give it an unhealthy tone, or a one-sided development that will last for life. He needs, then, to know all its faculties, their laws and functions, — all its deep and wonderful capacities — all its tender, nerve-like sensibilities — all its delicate susceptibilities; he needs to know how to touch skilfully all its hidden springs, and to set in motion all its complex and invisible machinery.

Works on moral science, and, generally, works of a moral and religious tendency should occupy a large space in his library. Their contents should "deck his head," and their spirit animate his heart. He stands not only "*in loco parentis*," but "*in loco pastoris*" to great numbers of children. Many of his pupils, orphans, perhaps, or the offspring of vicious and degraded parents, — surrounded by untoward influences, and feeling the strong hand of poverty always upon them, are rarely seen at church. Such children have a double claim upon him. He must be to them both teacher and preacher. The wants of their bodies and their minds are light in importance, when compared

with the wants of their souls. They thirst for the water of life; they hunger for the bread of heaven; and never can the teacher be regarded as "clear in his great office" — as having performed his duty in the sight of God, if he fails to relieve their spiritual wants. Let the rich fruits of his reading, the wealth gleaned from his library, be poured into their lean and impoverished minds. Let his purity, dignity, kindness and refinement, distil like dew upon their rugged hearts. Let his wise precepts and noble examples gradually win them to the admiration and consequent imitation of all that is good and great in human character.

We see no reason why the teacher may not acquire some knowledge of the fine arts, their origin, history, and present state. The history of the different schools of art, and the lives of the most eminent artists, may well engage his attention. He may have small opportunities of examining works of art, he may have little time to devote to this study; still, he may read, and think, and observe enough upon this subject to open the fountains of beauty within his own soul and those of his pupils. He can "add a precious seeing" to their eyes, and enable them to detect the presence of an all-pervading beauty in the ever-shifting scene around them.

The advocates of the *cui bono* may smile to see it gravely asserted that the teacher should possess the first principles of an æsthetical culture. Their short-sighted, earth-born prudence may mock at everything that does not promise some tangible, material result. But, surely, that cannot be regarded as useless which tends to refine and elevate all the enjoyments of life, — to emancipate us from the thraldom of sense, and raise us into a spiritual atmosphere; to lead the soul, by a contemplation of the works of nature, up to nature's God. Hear the testimony of Dr. Channing upon this point: "No man receives the true culture of a man in whom the sensibility to the beautiful is not cherished; I know of no condition in life from which it should be excluded. Of all luxuries, this is the cheapest and the most at hand; and it seems to me to be most important to those conditions where coarse labor tends to give a grossness to the mind." It is painful to think of the mass of men as living in the very presence of all this beauty of nature, and yet insensible to it! An infinite joy is lost to them by the want of culture of this spiritual endowment. And yet every man possesses in his own breast the capacity for this enjoyment. Could his eyes be once opened, could his heart be once touched, could the fountain of beauty be once unsealed, the stream would flow of itself.

> "We can receive but what we give,
> And in our life alone does nature live."

Nature is dead to us, until our unfolding and expanding faculties are able to detect the life and beauty that glow upon her

countenance. Until then her forms and sounds and hues are but fair ciphers and unmeaning words.

"We may not hope from outward forms to win
The passion and the life, when fountains are within."

What a store-house of beautiful forms does the sky become to us! no two moments alike; its expression ever varying; its beauty ever undergoing transformations! Not an hour passes that does not witness the birth of some ethereal being.

"A dancing shape, an image gay,
To haunt, to startle, and waylay."

And yet how few — how passing few there are who receive this heaven-sent beauty! Would not the teacher be well employed, were he to labor at all proper times, to render his pupils capable of feeling its influence? They might not, it is true, be able to solve so many problems in algebra and geometry — the prescribed and regular studies might receive less attention; yet *his labor* would not be lost, nor their time misspent. A rich reward would be seen in the character of his pupils,—in their greater refinement, and even in their greater susceptibity of moral impressions.

We have not named all the books nor all the classes of books that should belong to the teacher's library. Such was not our purpose. We would simply insist upon his having a library of some kind. Its character must depend upon his taste and pecuniary ability. But if he is worthy of his profession, he will succeed; and thus cannot fail to have the means of furnishing himself with books. He himself will reap the first great benefit from them, his pupils next, society next. Nor will the good cease then. It will go on repeating and perpetuating from generation to generation.

LIST OF WORKS ON EDUCATION.

Theory and Practice of Teaching, by D. P. Page, 8vo, pp. 349.

The School and Schoolmaster, by Alonzo Potter, D. D., and G. B. Emerson, A. M., 12mo, pp. 552.

Lectures before the Am. Institute of Instruction, 19 vols.

Lectures on Education, by Horace Mann, 12mo, pp. 38.

Life and Correspondence of Thos. Arnold, D. D., 8vo, pp. 490.

History of Education, Ancient and Modern, by H. L. Smith, A. M.

Report on Education in Europe, by A. D. Bache, 12mo, 666.

Hints on a System of Popular Education, by Prof. E. C. Wines, 12mo, pp. 225.

The Teacher Taught, or the Principles and Modes of Teaching, by E. Davis, D. D., 12mo, pp. 79.

Lord Brougham on Education, 12mo, pp. 91.

The Teachers' Institute, by Wm. B. Fowle, 12mo, pp. 258.

The Teacher, or Moral Influences Employed in the Instruction and Government of the Young, by Jacob Abbott, 12mo, 293.

Some Thoughts concerning Education, by John Locke, and a Treatise on Education, by John Milton, edited by Wm. Russell, 12mo, pp. 317.

The Evil Tendencies of Corporal Punishment as a Means of Moral Discipline in Families and Schools, Examined and Discussed, by L. Cobb, A. M., 8vo, pp. 270.

The Teacher's Manual, by T. H. Palmer, pp. 253.

The District School as it Was, by Rev. W. Burton.

Confessions of a Schoolmaster, by W. A. Alcott, M. D.

Combe's Lectures on Female Education.

Fowler on Education and Self-Improvement.

Means and Ends, or Self-Training, by Mrs. Sedgwick.

American Education, its Principles and Elements, dedicated to the Teachers of the United States, by E. D. Mansfield, 12mo, pp. 330.

Account of the Edinburgh Sessional School, by John Wood, Esq.

School Architecture, by Hon. H. Barnard.

Prize Essay on the Improvement of the Common Schools of Connecticut, by Prof. N. Porter.

Spurzheim's Elements of Education, 12mo, 334 pp.

Simpson on Popular Education.

Taylor's Home Education.

Locke Amsden, or the Schoolmaster.

The Student's Manual, by John Todd, D. D., 12mo, 392.

Dr. Channing on Self-Culture.

The Schoolmaster's Friend, by Theodore Dwight, Jr.

Sweet's Temporary Normal School, or Teacher's Institute.

The Common School System of N. York, by S. S. Randall, Esq.

Lectures on School-keeping, by Rev. S. R. Hall.

Transactions of the Boston Literary Institute and College of Professional Teachers, 6 vols., 8vo.

Massachusetts System of Common Schools, by H. Mann.

Dunn's Teacher's Manual.

Davis's Teacher Taught.

Teacher's Manual, by Wm. P. Lyon, A. M., New York.

The Training System of Education, by David Stone, Esq., pp. 505, London.

Levena, or the Doctrine of Education, translated from the German, pp. 487, London.

British Education, pp. 535, by Sheridan.

Dr. E. Bibber's Lectures on Education, pp. 287, London.

On State Education in Holland, pp. 294, by M. Victor Cousin, London.

Dr. Fordyce on Education, an English work.

Fireside Education, by S. G. Goodrich.

Christian Nurture, by Bushnell.

Self-Formation, or the History of an Individual Mind.

Teaching a Science; The Teacher an Artist, by B. R. Hall, A. M., 12mo, pp. 305.

Popular Education for Parents and Teachers, by Ira Mayhew, A. M., pp. 467.

Educational Systems of the Puritans and Jesuits Compared, a Premium Essay, by Prof. Porter, Yale College, 12mo, pp. 95.

Self-Culture and the Perfection of Character, by O. S. Fowler, 12mo, pp. 212.

Memory and Intellectual Improvement, 12mo, 231 pp., by O. S. Fowler.

Dr. Priestley's Lectures on Education.

Outline of a System of National Education, an English work.

British System of Education, Lancaster's Epitome.

Sermons on the Education of Children, by Zollikofer.

Education Des Meres De Famille, par L. Amie Martin, 12mo, 2 vols.

Cours De Pedagogie, on Prin ci pes D'Education Publique, par M. Ambroise Rendu Fils, 12mo, pp. 229.

Knox on Education, English, 12mo, 2 vols.

Lessons of a Governess to her Pupils, by Countess De Genliss, 2 vols., 12mo.

[NOTE.—For a list of the principal Educational Journals, and Reports on Education. and for a fuller description of some of the above works, reference is made to Vol. I, No. 12, of the Teacher, edited by W. H. Wells, Esq. The publisher has on hand copies of that number, and can supply orders; price 10 cents.]

FOURTEENTH ANNUAL REPORT OF THE SECRETARY OF THE BOARD OF EDUCATION.

The annual, and second Report of Dr. Sears to the Legislature has been made.

It evinces great ability, persevering industry, and the most careful observation, on the part of the Secretary in the discharge of his official duties.

The people of Massachusetts have fresh occasion for continued and increased confidence in the plan of popular education, and in the wisdom and fidelity of the Secretary chosen to have an oversight over this vital interest.

If zeal, fidelity, and profound scholarship, are the necessary requisites for a fitness to discharge the important duties of this office, then indeed we cannot overrate the gentleman who occupies so prominent a place in the educational interests of Massachusetts.

It is to be regretted that his Report was received so late for

this number, as we can only give a meagre review of it at this time, with the hope that our successor will do it justice in the next number.

He first alludes to the continuance of public opinion in favor of public education. One of the greatest dangers to the system arises from complacency and apathy. In speaking of the evils and imperfections in the present state of our Common Schools, he says: "There is in one part of the community a lamentable indifference to the whole subject of education. Those who belong to it are yet to be reached by some influence which shall arouse them from their slumbers and dispel their ignorance. Educational papers and books they will not read. They must be visited at their homes, and attracted to those public meetings which are held for their benefit. As a consequence of this indifference, inadequate appropriations are made for the support of schools. Some, comparing the schools of the present day, in respect to expense, with those in which they and their fathers were educated, and not seeing the necessity of the increased expense required to sustain schools of an elevated character, object to additional appropriations. Strange as it may appear, the larger portion of the substantial tax-payers in the towns are ready to appropriate a liberal amount for purposes of education. Yet a few men of selfish principles and aims, and of extensive influence, by forming a combination with the ignorant or indifferent, and persuading them that the school money is lavishly expended for useless purposes, are able to make formidable resistance to any liberal proposition for improving the condition of the Common Schools. These false notions need to be publicly combated and exploded, in order that the common people, who are voting blindly against the free education of their own children, may be delivered from their fatal error, and brought to a sense of their parental responsibilities."

Text-Books. This subject is one of great perplexity to the community, and we are glad to see the following judicious remarks. "The subject of the selection of text-books to be used in the Public Schools, is one of increasing importance and difficulty. The number of persons competent to examine them is so few,— the labor of examining numerous series of books on all the branches taught in the schools is so great,— the sensitiveness of the people to frequent changes is so keen,— and the complicated machinery of book agents and publishers is worked with such amazing power, that committees stand aghast, and the whole Commonwealth, from one end to another, is ringing with complaint. Abuses and impositions of the most flagrant character are of daily occurrence. A more efficient power needs to be created; and men, who thoroughly understand the subject, and who shall be independent of authors, publishing-houses, and *agents, need to* be appointed for this special work."

Well-qualified Teachers,— their Compensation, &c. "On the paucity of well-trained teachers,— the laxity and irregularity which prevail in regard to the selection of them,— the low rate of compensation, and frequent removals, much has already been said, but not enough to produce the proper effect. With respect to the evil first named, the remedy must be the work of time. A new class of teachers cannot be created in a day. The other evils admit of a speedier cure. If intelligent and practical men, in all our towns and villages, would stand up in public and reason the matter out before the people, it would not be long before these vital parts of the Common School system would be brought into a much more healthy and vigorous condition."

Evils of Irregular and Non-attendance. "The non-attendance of a part of those children for whose benefit the Public Schools are especially intended, particularly the children of foreigners in our large cities and manufacturing towns, is assuming a fearful importance; and it will not be safe long to delay such measures as may be necessary to avert the impending danger.

"The irregular attendance of those who belong to the schools is still a subject of complaint in very many of the reports of the school committees. It is to be hoped that the people will listen to the remonstrances which are repeated on this subject, from year to year, and take into earnest consideration the counsels and recommendations contained in the reports above-mentioned. Some degree of irregularity will, of course, always exist. The absences here complained of, however, are those which are wholly unnecessary and inexcusable."

Duty of Parents to visit Schools. "The faults committed by parents in neglecting to visit and encourage the schools, and to awaken in their own children a love of knowledge, in allowing them to grow up without the restraints of proper discipline, and in officiously interfering, at times, with the regular discipline of the schools, would, of themselves, furnish ample scope for an instructive volume. Here, indeed, is the root of many of the worst evils with which committees and teachers have to contend."

The Gradation of the Public Schools. The Secretary devotes nearly seventeen pages of his Report to this subject, all of which is so important, that we find it difficult to abstract.

"The most obvious advantage resulting from such an organization of the schools, would be the increased productiveness of the teacher's labors, without any increase of expense. Every good teacher attaches importance to a skilful arrangement of the pupils in classes according to age and proficiency. But in most of our district schools the diversity in these respects is so great that classes can be but imperfectly formed. The object of gradation is to classify the schools themselves, placing the young children in one, those of maturer age in another, and, wherever

it is practicable, those of an intermediate age in a third. If there be children enough in one neighborhood to constitute three schools, it is not a matter of indifference whether the division be made perpendicularly, cutting through these three strata, and putting some of all ages into each school; or horizontally, separating the older and the younger from each other, and placing them in different schools. In the one case, the formation of large and regular classes will be out of the question; in the other, it will be practicable and easy. In the one, only a few individuals can be instructed simultaneously; in the other, many times the same number can be instructed advantageously together. With the same teachers, by one arrangement there might be three first-rate schools; by the other, there cannot be any but very ordinary schools. The expense of instruction given to an individual in the two cases, is widely different." * * *

"Another argument, suggested by the foregoing, is that, in graded schools, the pupils are subjected to a better mental discipline. One of the chief aims of education is to promote the growth of the mind. Now all growth must proceed in harmony with organic laws, and can be healthy only as it is gradual and regular. The evenness and exact measure of the successive steps of progress, in schools in which the classes move on in regular gradation, form of themselves a system of order, and give steadiness to the mental habits of the pupils. All the members of each class are habitually trained to regular duty. The work of to-day is but the continuation of the work of yesterday, by which the mind acquires the power and forms the habit of acting systematically and thinking consecutively." * * *

"In schools properly graded there are still other causes which favor a healthy intellectual excitement. That a certain degree of exhilaration, arising from companionship in study, is necessary to the highest success in teaching, is admitted by all. The influence of such association, which is of great utility with persons of all ages, operates with peculiar force upon the minds of the young. Every one must have observed with what a different spirit a child performs any kind of work alone, from that which it manifests in doing the same work in company with others. The mere bringing together of children into one room will not produce this excitement; the companionship must extend farther, and enter into the particular work in which they are engaged." * * *

"The necessity of grading the Public Schools, wherever it can be done, will be still more apparent, if we consider that without such an arrangement there can be no perfect adaptation of teachers to the schools under their charge. * * *
To put young children under a male teacher in the winter schools, is in almost every respect undesirable. They are not so well

governed. They are not so well taught. They are a great hindrance to those more advanced. They are exceedingly troublesome to the teacher. It is bad economy. They occupy part of the time of a teacher who is paid, it may be, at the rate of forty dollars a month, and are less benefited than they would be under a female teacher whose services could be had for half that sum. It is not necessary to repeat what has so often been said in regard to the happier adaptation of the female mind than that of the male to the government and instruction of children. How many a tender child is injured by the stern administration of just the man required for full-grown boys; by harsh decisions formed in haste, when there was not time to weigh all the circumstances of the case; and by the ill-treatment, rough language, and bad example in morals and manners of the older scholars! The intellect of children stands equally in need of the training which woman is best qualified to give. She is accustomed to take concrete views of things. Neither her mental constitution, nor her habits, have led her to contemplate things chiefly in the abstract. She paints to the imagination, where the male teacher defines and reasons. She gives form and color and life to what the male teacher treats as an abstract principle. She can more easily bridge over the chasm between the natural life of infancy or childhood, and the artificial thing called a school. It is only by putting himself under an unnatural constraint that the male teacher can, in this respect, perform what is easy and natural to the female. He is prone to take too long steps in his instruction, to which the minds of the pupils are not yet adequate. Not only has his mind been disciplined by severe study, which may be as true of the female teacher, but it has received its masculine type with fixed habits of thought. He has not the patience to graduate his elementary instructions by so minute a scale, and to advanee by so slow a pace as is required by the conditions of the young mind. He is full of energy and power, and wishes to rush forward with his pupils to the higher studies. The very same qualities of mind which unfit him to be a teacher of young children, qualify him both to govern and to teach boys of more advanced years."

(To be continued.)

PROBLEM.

(1.) $x^2-50x+xy+x^2y^5+xy^6=50y.$

(2.) $x^2y-100x+xy^2(1+y^2)\,(1+x)+xy^5=100y.$

T.

THE PRIMARY TEACHER.

We are told that when Sir Robert Peel was quite a child, his father would frequently set him on a table and say, "Now, Robin, make a speech, and I will give you this cherry." The few words stammered out by the little fellow were received as a praiseworthy effort, and he was applauded accordingly. Stimulated by the attention and encouragement thus given, it is said that before "Robin" was ten years of age, he was able to address the company with some considerable degree of eloquence.

It appears that Sir Robert's father designed, from the birth of the child, to educate and train him expressly for a seat in Parliament. With what success the father's project was carried out, requires no recital at this time. The point to which the attention of teachers, and especially *primary teachers*, is called in this incident, is the early age at which the child's education commenced, the assiduous attention and efficient manner by which he was carried forward in his course of training till the great object was attained. When we are informed that in mature manhood, a member of Parliament, he was able to remember accurately for a long time, the speech of an opponent, and answer in correct succession every point of his arguments, we are not to conclude that the simple exercise in his boyhood of treasuring up in memory the sermons he heard in Drayton church, and repeating them word for word to his father, as he was required to do, was the only means by which he acquired such a wonderful command of memory. When mounted on that table, there was an effort of *will* put forth, which acted as a bond to hold together, in their proper relations, all the faculties of mind necessary to accomplish the object. Perception,—of an object to be attained; conception,—of ideas to be presented; memory and judgment,—with respect to words to represent the ideas,—*all* the faculties which the Baronet employed in his greatest efforts, in the councils of the nation, were in the infantile trials brought into active exercise, feeble, imperfect indeed, but not destitute of a powerful influence in the formation of the character of the future statesman and orator.

The great secret in this case, well worthy the serious consideration of every parent and teacher, is that the faculties of mind were early, very early *preoccupied* with one leading, controlling object; whereby other less important, perhaps vicious ones were forestalled. The child may have had all the amusements and childish employments needful for relaxation and enjoyment, yet the great object is at no time to be subordinate to anything else. For many years the boy himself may be almost wholly

unconscious of the great object for which his present training is qualifying him; but there is a controlling mind, the father's, which for the present is a substitute in that respect for his own, and will withdraw its agency whenever his own shall be able to comprehend and act for itself.

It was, undoubtedly, this preoccupying of the mind with musical taste, whether it was innate, or very early created, that rendered Mozart, the son of a distinguished musician, a prodigy at three years of age, and conferred upon him an immortal fame in after years. Is it not a fair inference, that the influence of wise and judicious parents, in impressing a love for truth and all that is good on the infantile mind of Washington, did more to make him what he proved to be, than anything else? On the other hand, who is not painfully convinced, that that child whose appetite was early perverted and pampered with sweetmeats and whatever could gratify the palate, in whose mind a luxurious style of living became the engrossing theme, till pecuniary embarrassment as a consequence led him to crime and an ignominious death, was swept irresistibly along that rapidly descending current, whose source had been opened freely to him through mistaken kindness of friends, while those springs which might have imparted a salutary influence, rendered him an invaluable citizen and maintained him on a commanding literary and scientific eminence, were forever sealed to him?

A French infidel is said to have asserted, that if he could have the exclusive control of a child during the first *five years* of its life, he could teach it to violate every law of God and man without compunction, ever after.

If there be truth in the foregoing, how critical is every step of the first decennary of an intellectual being! Instructed he will be,—principles will be established,—habits formed;—but under whose supervision? It is the object of this article, to call the attention of primary teachers, more particularly, to the great responsibility they assume in performing the duties of "teacher of little children." Too generally the impression prevails that almost any one is competent to teach little children, but when advanced in age and studies, more competent teachers must be provided. While this may be true, in some respects, it is most seriously important that certain qualifications of the teacher of little children should be of the very highest character, in *all cases*.

The teaching of letters, the primary branches of study, are made the first, too often the sole object of school attendance. The requirement of proper deportment usually goes but little further than to meet the convenience of the teacher and school, in conducting the operations of school exercises. But how

small a part of the education even of a child is comprehended in this, if successfully accomplished? Suppose with the increasing strength, mental and physical, the passions become rampant, —the desires become uncontrollable,—taste perverted,—judgment distorted or paralyzed, and the *will* with despotic sway urges each to extremes,—of what service will it be that the mind has become more enlightened? Better would it be that such a beast of prey should be enshrouded in midnight darkness, that his victim might escape the notice of his malignant eye.

One of the very highest qualifications, then, of a primary teacher, consists in an ability to cultivate right affections,—regulate the desires,—form proper habits of action,—to associate in a proper manner with companions, and manifest becoming respect to superiors;—in short, to teach the child how to *think and act right under all possible circumstances*. Then, how easy to ingraft on anything, desirable to such a character, whatever of an intellectual nature may be required. The farmer who should sow his grain on ground unprepared for its reception, would scarcely expect an abundant crop from the sickly blades, struggling amidst the luxuriant weeds overshadowing them.

Experience seems to prove more and more clearly every day, that dulness in learning, disinclination to mental effort and improvement, spring, in most cases, from injudicious management of the child in its earliest stages of life, by parents first, and next by its first teachers.

At the outset care is not taken to present proper objects in a suitable manner so as to *preoccupy* the mind, and give it bent in a right direction. What a vast majority of minds of children are left to be formed at hazard, by the thousand occurrences of each day,—just as they may chance to meet the desires of the child? Is it a matter of wonder, then, after being accustomed for a time to receive or reject external influences at pleasure, that he should reject the influences of his teacher when they fail to correspond with his wishes?

The parent is first to give right impressions, and as the teacher stands for the time "in loco parentis," must receive the charge from the parents' hands with all due care, and feeling of responsibility. Farther than this, if it is not the teacher's duty to make amends, so far as may be, for the neglect, ignorance or incompetency of parents, upon whom may or can it fall?

Allusion has been made, thus far more particularly, to the formation of character of the child. The first instructions given, and their influence in after life, are of no small importance, and may receive attention hereafter. P.

Springfield, Feb. 1851.

TEACHING PHYSIOLOGY.

[We commend to the attention of the public school teacher especially, the following article, written by a distinguished female teacher who has been long connected with the public schools of Massachusetts.]

THE following Act, requiring Physiology and Hygiene to be taught in the public schools, was passed by the General Court, on the 24th of April, 1850.

"SECT. 1. Physiology and Hygiene shall hereafter be taught in all the public schools of this Commonwealth, in all cases in which the School Committee shall deem it expedient.

"SECT. 2. All school teachers shall hereafter be examined in their knowledge of the elementary principles of Physiology and Hygiene, and their ability to give instruction in the same.

"SECT. 3. This Act shall take effect on and after the first day of October, one thousand eight hundred and fifty-one."

In the practical application of the above enactment, I will attempt to enumerate some of the many points which may receive more or less attention.

1. That part of the human system which has been termed "its frame-work," namely, the bones, may be described in its general structure and uses. In this connection, those means and practices that have a tendency to cause deformities of the bones of the extremities, and distortion of the spinal column, may be profitably pointed out.

2. After a consideration of the bones, the muscles (lean meat,) may be considered. The general structure and action of a muscle may be detailed to a pupil, and then the conditions upon which their development, energy, and health depend, may form profitable topics of instruction. These would include the action of muscles with their alternate rest, the effects of compression upon their size and energy, the influence of different states of mental and moral feelings, together with the varying condition of the blood with which they are supplied, upon their tone and action.

The appropriate methods of training or educating the muscles in reading, singing, writing, drawing, and in the practical mechanical pursuits and other vocations, would be useful topics of attention in this connection. The consideration of the above named points would embrace the examination of the proper and improper position while sitting, standing, and walking, together with the adaptation of the seats and benches in school-houses, halls, churches, and shops, to the imperative requirements of organic law in the locomotive apparatus of man.

3. The general conformation of the teeth, their uses, and the conditions upon the observance of which their health and beau-

ty depend, would highly interest and profit pupils of almost any age and station in society.

4. The position, structure, and uses of the salivary glands and other parts in and around the mouth, together with the structure and functions of the stomach, liver, and other organs associated with these to form the digestive apparatus, would present subjects for the school-room and family of great interest.

The consideration of the anatomy and physiology of the digestive canal, would naturally be followed by the consideration of its hygiene. This would lead to an examination and discussion of those articles of food most appropriate to promote the growth and repair the waste of the system. Not only the quality of the food, but its quantity, the proper manner of taking it, the condition of the system when food should be taken, would be included in this hygienic examination. These are topics of practical interest to all; hence their discussion is proper both for schools and families.

5. The circulatory apparatus composed of the heart, arteries, and veins; its structure, the use of the several parts, and their relation to each other and to the several parts of the system, would be of intense interest to the young, as well as the old.

In connection with the circulatory vessels, the *blood*, its composition, its formation, the conditions upon which its pure or healthy, as well as its impure or unhealthy character more or less depends, may be fully and understandingly discussed.

6. The form of the *thorax* (chest), normal and abnormal, the position of the organs within its cavity, the structure of the lungs, the position and movement of the ribs and diaphragm, and the function of the several portions of the respiratory apparatus may be examined seriatim.

In connection with the anatomy and physiology of the respiratory apparatus, the effects of contracted chests, restricted movements of the ribs and diaphragm, and the influence of the air both pure and vitiated, could be examined physiologically and understandingly. In this way, principles and facts could be impressed upon the mind of all degrees of development, that would profit individuals and the community.

7. The skin, or cutaneous tissue, from its intrinsic importance, claims attention. In connection with its simple and beautiful structure, the function, or use of its several curious parts would command the attention and admiration of inquiring minds. In this examination would be read the physiological warrant for cleanliness of person and apparel, by frequent ablution of the skin and due change of clothing. This would have a powerful tendency to promote not only constitutional vigor and freedom from disease, but the appearance of schools, families, and communities would be improved.

8. And last, though not least of the organs that constitute man, I would name the nervous system. Here we find the brain, that wonderful organ through which the mind acts; the spinal cord which extends the entire length of the vertebral column, (back bone,) by the arrangement of which this portion of the nervous system is securely protected. In this connection, the relation of the nerves to the brain and spinal cord, and several apparatuses of the body may be considered.

The functions of the several parts of the nervous system, the conditions upon which the health and integrity of not only these organs, but the operations of the mind depend, would be subjects of legitimate examination. Such investigation would be not only proper, but of great interest to all.

9. In addition to the topics before enumerated, the special senses, as touch, taste, smelling, seeing, and hearing, together with the function of absorption, secretion, excretion, and the generation of animal heat, would be subjects worthy the attention of the pupils of any school-room.

When any new thing is proposed, many will ask, "*cui bono?*" what good will come of it? Some may say—Our schools are for the development and discipline of the mind, and for the acquisition of useful knowledge. True—and these are leading reasons for the introduction of Physiology and Hygiene into the common schools.

In mechanical contrivance, beauty of structure, and harmony of parts, the anatomy of man exceeds all contrivances. It is this that renders the study of Physiology so admirably fitted for the development, elevation, and discipline of the youthful mind. When man was created, he was pronounced by his Creator not only good, but *very good.* In this affirmation of the Deity we find a safe warrant for this study by all persons.

Again, the acquisition of the hygienic principles to which reference has been made, must be information of a highly useful character. The knowledge of useful principles is speedily followed by their practical application among the utilitarian American people. This would be attended by modification and improvement in the warming, ventilation, lighting, and seating of our school-rooms, public halls, and private dwellings. This would conduce to the comfort, happiness, and health of all classes in the community. In those towns of this Commonwealth where Physiology has been taught in our common schools for several years, there is a marked improvement in the appearance and construction of school-houses, compared with those in towns where this subject has received but little if any attention.

Admitting the utility of this department of knowledge, in what manner shall instruction be given? A few veteran and excellent instructors give as their opinion, that as some knowl-

edge of the rules of health may be beneficial, therefore a few oral lessons may and should be given, but without particular reference to the structure and functions of the organs whose hygiene is discussed. Others would give instruction in the physiology, or functions of the different apparatuses of man, and to this would add the hygiene of the parts. This is all they deem necessary, neglecting the anatomy, or structure of those organs whose physiology and hygiene form topics of useful instruction.

Would it not be easier, more natural, and likewise more profitable for instructor as well as pupil, to commence by giving the structure of the organ which is the subject of consideration? Though the anatomical knowledge were but elementary, a mere outline, still it would essentially aid in comprehending the functions of the parts. The physiology may then succeed the anatomy. This may be simple, elementary, or more minute and varied; after which, the hygienic condition, or the laws upon the observance of which the free functional action of the organs depends, should be fully and understandingly discussed.

A similar method is adopted in teaching Botany, so in Mechanical Philosophy. The expert teacher or engineer examines or points out the structure, then the use of the different parts of the machine. Can any good and sufficient reason be given for departing from this order when studying man physically? If no sound reason can be given for deviation, why not pursue this study in the same way as other branches of the natural sciences are taught?

In the November number of "The Massachusetts Teacher," there is a valuable article signed "E." upon "Physical Education." In discussing the method of teaching Physiology, the following remarks are made. "Some prefer to teach Anatomy more minutely, and for this purpose their books describe individual muscles, and the blood-vessels, and nerves in their multiplied ramifications, and have *numerous engravings* to correspond." "There is something very taking in this method of teaching this science."

If we study the muscles, blood-vessels, or nerves, why not investigate them separately, as we do the bones? Are not these parts of as much practical interest as the bones? What objection to the use of engravings? We use them advantageously in the study of Botany, Philosophy, and Geography — why not in studying Anatomy? To test this matter, I will make an extract from a text-book on this subject.

"The heart is divided into two parts, the right and the left, which have no direct communication with each other, for they are separated by an impervious wall. Each of these divisions is subdivided into two smaller apartments — the upper, called

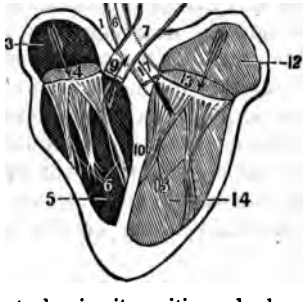
the *Auricle*, and the lower, called the *Ventricle*. There is an open passage way from the upper to the lower chamber. In the passage ways between the Auricle above, and the Ventricle below, on both sides, there are valves placed."

From the above description, could a pupil get as clear ideas of the relation of the Auricles, Ventricles, and Valves, without an illustrating engraving, as with one? To answer this, I will make an extract from another treatise on this subject, which is illustrated by "numerous engravings."

"The heart is situated in the chest, between the lungs. It is a double organ, or has two sides, called *right* and *left*, which are separated by a muscular *sep'tum*, or partition.

"Each side of the heart has two cavities. The upper is called the *Au'ri-cle*, (deaf ear). The lower is called the *Ven'tri-cle*. These cavities are separated from each other by folds of membrane, called *Valves*.

"Between the Auricle and Ventricle of the right side of the heart, there are three valves, called *tri-cus'pid*. Between the Auricle and Ventricle of the left side of the heart, there are two valves, called *mi-tral*."



"A section of the heart, showing its cavities and valves. 3. The right auricle. 4. The opening between the right auricle and right ventricle. 5. The right ventricle. 6. The tricuspid valves. 10. The septum between the right and left side of the heart. 12. The left auricle. 13. The opening between the left auricle and left ventricle. 14. The left ventricle. 15. The mitral valves."

I will subjoin another extract from the article of "E.," which I think contains an error of an injurious tendency. "The common scholar can gain no advantage from learning the scientific terms of Latin or Greek, which represent objects that have common English names. This is not merely a negative evil, but it is positive; for that mental labor which might be advantageously devoted to understanding the nature and character of the *windpipe*, is, in part at least, taken up and wasted in understanding the meaning of *trachea*, when the same idea is given under this Latin name."

Now this organ, technically named the trachea, is called, in some sections of the country, the windpipe, because the air or

wind, in respiration, passes through it. The *œ-soph'a-gus* (gullet) is, in some sections, called the meatpipe, because, among meat eaters, this article of food passes through it. In accordance with this principle, a gentleman in New York, who has recently made a school-book on Physiology, calls it the "meatpipe." Now, as it is more frequently used to convey water into the stomach, why not call it the waterpipe? And as the inebriate very frequently uses it to convey his potation into the stomach, with them it should be, and is, sometimes, named the "brandy-pipe," the "ginpipe," &c.

The following, from the preface of a text-book on Physiology, contains, in our opinion, the only sound doctrine. "The appropriate scientific term should be applied to each organ. No more effort is required to learn the meaning of a *proper*, than an *improper* term. For example: a child will pronounce the word as readily, and obtain as correct an idea, if you say *lungs*, as if you used the word *lights*. A little effort on the part of teachers and parents, would diminish the number of vulgar terms and phrases, and consequently improve the language of the country."

The number of technical or proper terms used will depend upon the minuteness and extent of anatomical and physiological investigation. This must be determined by the age and ability of the pupil, and the time devoted to this study. It would be as absurd to discard the technical terms in Geography, as equator, latitude, or meridian, as it is to misname, for the sake of ephemeral and local popularity, the different organs of the human frame. It is not only absurd, but cruel, to burden the child's memory with the definitions of terms that must, in after life, be unlearned, to exhibit a respectable amount of information.

F.

A WORD TO THE SLUGGISH.

Lose this day loit'ring—'t will be the same story
To-morrow, and next, more dilatory;
The indecision brings its own delays,
And days are lost lamenting over days.
Are you in earnest? Seize this very minute!
What you can do, or dream you can, begin it;
Boldness has genius, power, and magic in it.
Only engage, and then the mind grows heated;
Begin it, and the work will be completed.

Goethe.

GRAMMAR-BOOK, Jan. 28, 1851.

MR. EDITOR,

Dear Sir, I hardly know what character to assume in attempting to address you. Time was when I was a reality in the good old language to which I belonged. Time was when I was allowed to do my duty in it faithfully; when people were not afraid to write me down and to pronounce me distinctly as an *s*, *is*, or *es*, at the end of the words of which I formed a part. People called me then the *possessive case*, or something similar to this in meaning, and considered me something *more* than a mere hiatus, — a gap, a catching of the breath, — after such words as *ox*, *fox*, *grass*, *lass*, *Stearns*, *Otis*, *Barnes*, *Andrews*, &c. Good old Chaucer wrote

"But highe" (a dissyllable, by the way,) "God sometime senden can
His grace unto a litel oxes stall."

But how would a great proportion of the modern refiners of language write the possessive of *ox?* Would they not write it and pronounce it *ox'?* I do not know that I ever heard the fashionables use this veritable word *ox* in this way; — perhaps the animal never came within the range of their thought; — but I have hovered around many a young lady, while she has talked about going to *Mr. Andrews'*, meaning *Mr. Andrews's store*, about going over to *Mr. Barnes'*, meaning *Mr. Barnes's house*, about going *in to Mr. Stearns'*, meaning *Mr. Stearns's house;* and I have tried to thrust myself into the throats of these pretty ones, so that I might be breathed forth from their lips, as a good, legitimately-recognized, English possessive case. But no: they would not receive me. My place must be supplied by a hiatus, — a vacuum, a catching of the breath.

In some languages a hiatus between words is sometimes filled up by inserting some sound which adds nothing to the sense, but serves merely to smooth the way from the one to the other. The old Greek, for instance, had its digamma; the modern French has its *t*. But in such phrases as *going in to Mr. Stearns'*, &c., I, the old fashioned English possessive, having the sound of *is* or *es*, am, in the opinion of these modern exquisites, entirely out of my place. I would not, for the world, accuse these ladies of any evil design upon the men *in to whom* they talk of *going*. Did they belong to the class of Xanthippe of old, or of the good wife of Rypp Van Winkle of blessed memory, I might suppose that they meant to go *into them* in good earnest, with broomstick, tongs, and poker. But it is not so. These ladies mean no such thing. It is not against these men of whom they speak that their vengeance is raised, but against *me*, the poor English possessive case. Because in a few instances my sound is somewhat

too sharp, and may with propriety be omitted, they seem to have declared against me a war of extermination. Shall I yield the ghost at once, or shall I try yet to live? Whatever may be my fate, I will not die without making a protest against this exterminating war.

This protest I present to the Teachers of Massachusetts. I present it to them because I believe a great portion of them are fighting against me from a mistaken view of the subject before them, and because they have so much power for good or for evil, in regard to the language which they speak and teach.

This war against me arose, I think, from a misapprehension, on the part of teachers, of one of the rules laid down in Murray's English Grammar. The rule itself is well enough; and had teachers observed the *rule*, they would never have *commenced* the war which they have been waging against me. But they mistook the exception for the rule; and hence they have gone on banishing me from one class of words after another, till I hardly know whether I have an existence or not. I remember one of my friends, who still recognizes me as a legitimate part of the English language, had a discussion, while he was in college, with a brother student, in regard to the rule referred to, in Murray. My friend's friend had got it into his head that in every instance where a noun ends in *s*, the apostrophic *s* should be omitted; and this idea could n't be got out of his head, till Murray's octavo was obtained from the college library; when it appeared that a part of the exception to Murray's rule had stuck in my friend's friend's pate, while the rule itself had made no impression. And, more recently, a teacher of a private school, a teacher of no small pretensions in her profession, a lady belonging to and associating with the aristocracy of the place in which she taught, stated quite positively that all the grammars excluded the apostrophic *s*, when the noun ended in *s*.

Now, Mr. Editor, though I have n't much respect for a great proportion of the English grammars with which the community has been flooded for a few years past, still I believe these grammars have n't gone quite so far as that yet. Even the poorest of them have a little more common sense than that. I doubt whether any English grammar can be found, which would require this lady to write and speak the *lass' bonnet*, instead of the *lass's bonnet*, or the *gas' weight*, instead of the *gas's weight*. People do say, and very properly, *gas light*, *gas pipe*, &c.; but here the word *gas* stands in a very different relation to *light* and *pipe*, from what it does to *weight*. I give these as a few *specimens* of the manner in which the English grammars are sometimes understood by teachers; and I think I am justified in calling upon them to *reëxamine* the authorities under which they are carrying on against me this war of extermination.

But to be a little bolder in my protest. I feel that I have a right to be recognized and treated respectfully by you and all your co-laborers in the cause of education. I am as much a legitimate part of the English language, as the German possessive in *s*, is a part of the German language. Indeed, the German and English are cognate languages, and I belong to both in almost the same form. My presence in English is as necessary as it is in German. Indeed, if there is any difference, it is more necessary in English than in German, inasmuch as the English has but one form for its possessive of nouns, while the German has more than one. In this statement I do not take into consideration the circumlocution for the possessive, made by the preposition *of*. I am speaking of the simple English possessive in *s*.

Why should a well-educated gentleman or lady say *Fuss'*, rather than *Fuss's Antiquities*, *Rees'*, rather than *Rees's Cyclopædia*, *Otis'*, rather than *Otis's office*, *Phinehas'*, rather than *Phinehas's wife?* Which of these forms is in accordance with the fundamental structure of the language? To a person who has duly examined the subject, there can be no question whetever. Take either of these examples. Take *Rees*. Now *Rees*, not *Ree*, is the name of the man whose work is spoken of; and, in order that the speaker may give the hearer distinctly to understand that Dr. *Rees*, not *Ree*, published the work, he must do one of two things: — either pause a distinctly perceptible time, after saying *Rees'*, so that the hearer shall have time to perceive that the speaker does not mean *Ree's;* or fill up that pause, — that hiatus, — with the regular, legitimate, possessive-case sound, passing directly and easily from one word to the other, leaving to the hearer no possible chance of mistaking the name of the author spoken of. The latter is the only true, English, idiomatic mode of writing and speaking. A truly well-bred and well-educated man will say *Rees's* Cyclopædia, of course.

But some of your readers may ask, perhaps, what they shall do with such phrases as *Otis Place*, *Phillips Place*, *Adams House*, &c. I answer, let them stand just as they are. The meaning here is *not* that Otis *owns* the Place, or that Adams *owns* the House. *Otis* and *Adams* are mere appellatives. Each name is, in fact, a part of a compound *proper name*. If *ownership* were implied, you would say *Otis's Place* and *Adams's House*.

I not only claim the right of being recognized by the eye and the ear, as I have now explained, but I am happy to tell you that there are *some* writers, — and they of a class from whose judgment and taste in regard to language, it would be hardly safe to make an appeal, — who give me my full due and treat me like gentlemen. I will, at present, mention but one. Ticknor, in his recent History of Spanish Literature, (vol. 2, p. 63,)

speaks of "Cervantes's experience in life." What will the exquisites do, on whose ears the sound of the English possessive *s*, grates so harshly? This goes almost *beyond* the claim which I make for myself. But, after all, I believe Ticknor is right.

There is one class of words about which there may be a difference of opinion in regard to the manner in which they should be written and pronounced, in the possessive case. This class consists of words from foreign languages, and especially of proper names. Take, for instance, the French *Bouhours*, *De Piles*, *Des Cartes*. How shall these, and such as these, be written and pronounced in English, in the possessive case? Dr. Campbell, in his Philosophy of Rhetoric, says "*De Piles' original performance*," and "*Bouhours' version*." This is the mode generally adopted of writing these and similar names. This mode of writing implies the French mode of pronouncing; so that *without* the apostrophe, the final *s* of the word is silent, *with* the apostrophe, the final *s* is sounded, like the simple English apostrophic *s*. *De Piles*, — the *s* silent: *De Piles'*, in sound, the same as if written *De Pile's*.

But there is another, and, I think, a better way of writing such phrases; and that is to add the apostrophic *s*, — as "*De Piles's original*," &c. In this way the mere English scholar, who knows nothing about French, would very properly pronounce the word *Piles's* as an English word, giving to each *s* its distinct and appropriate sound; while the person who should prefer the French pronunciation, would sound only the *added apostrophic s*, leaving the other silent as in the original word.

But, Mr. Editor, I must draw to a close. I do really feel very sensitive in regard to the annihilation with which I have been threatened. If the schoolmistresses and schoolmasters are against me, who will be for me? What will soon be the value of my life? It is true that the greatest and most thorough scholars are in my favor; but these men are few and far between. Their books are not generally fitted for childhood and youth. They are rather fitted for and read by a select few of adults. But the Teachers, — they are all over the land. They it is who mould the speech as well as the character of the community, with a power almost irresistible. I call upon them through you, to re-examine my claims to a respectable and honorable place in the English language. I believe they *mean* to do what is right and honorable by me, but that they are prevented from doing it by some unaccountable delusion. Possibly they may awake from their delusion and rescue me from ruin. Possibly they may re-instate me in those gaps which I was intended to fill, and from which I have been so long excluded. Hoping that this may be the case, I subscribe myself very respectfully,

Your Obdt. Servt.

POSSESSIVE CASE.

USE OF TEXT-BOOKS IN SCHOOLS.

THERE is much said at the present day, about the use of text-books in schools. And there are many who would drive them from the school-house altogether, and have oral instruction and inductive reasoning take their place. It is said that ideas are the great desideratum for scholars to acquire, and not words: now we would say that ideas *and* words are both necessary to be learned.

Perhaps we might discover the origin of this opinion by glancing at the past. There is no doubt that there was a great deficiency in all our public schools fifty years ago. The teachers were men wholly unfit for their station, except, perhaps, in physical ability. There were but very few books used; and those that were used, were not best adapted to the young mind. When men who were thus educated, grew up, and reflected upon the manner in which they had been instructed, they thought they could remedy the defects in the school system by the introduction of more and better books. With the introduction of books, came the demand for teachers who had "book learning;" and for a series of years, the chief thing that was required in the examination of teachers, was a knowledge of books. But experience has shown that this system too is defective. The true Yankee spirit is ever seeking for the practical, and not for pleasure or show. Yet we still believe that books may be used in the present state of things, to great advantage—that they must be used, if we would do the greatest possible amount of good.

If text-books were not used in schools, we should require very different teachers from those that are now employed. In order to be fitted for a teacher, a man would need not merely to have a general understanding of the branches he was to teach; he must be a perfect master of them. The common-school teacher must have, in his own mind, a perfect system of Arithmetic and Grammar and Geography; and he must have them at perfect command. It would be a poor time to stop and study, and philosophize about the best method of unfolding a new principle in Arithmetic to the young mind, when the class were all assembled on the recitation seat, anxiously waiting to catch the words of wisdom as they fell from the lips of their teacher. We have no objection to teachers who are thus qualified; on the contrary we would rejoice to see such teachers, and such alone, employed. But it *might* be a difficult matter to find a sufficient number of this kind. Moreover, if such teachers only were employed, many of us who are now engaged in teaching, *might* be left out of business; so that if we wish to continue in our present calling, it would be well for us to let this matter rest.

If we consider the number of scholars, and the diversity of their ages, capacities, and attainments, we shall see that there is great demand for text-books. It is a fact, admitted by all, that the best way to keep scholars out of mischief, is to keep them busy. But if a teacher has forty or sixty scholars of all ages and dispositions, he must have a very peculiar faculty to invent business, if he can find something better for each one to be engaged in, than the study of a text-book.

But I have said that it is necessary to learn words. I am well aware that in saying this, I speak contrary to the opinions of some who consider themselves good judges of an education. Words are not the natural companions of ideas. A man may be replete with good ideas, and still bear a poor comparison with another, who has fewer ideas but an abundance of words. It is one thing to have the naked form, but it is altogether a different thing to so clothe that form and cover its deformities, that it shall appear beautiful and attractive.

It is no more than reasonable to suppose that a man who has spent a long time in the preparation of a book, should find out the best possible manner of expressing the thoughts contained in his book. If he has done so, I can see no objection to requiring a child, who knows nothing about the words belonging to the science of which the book treats, to commit to memory the exact words of the book. I would indeed have him understand what the words mean; but it would be vastly easier to teach the meaning of words alone, than to teach both the words and their meaning.

There is need too, of exciting a love of books in the mind of a child. It is a lamentable fact, that we are by nature lazy beings; and especially is this true in respect of natural love of books. Children do not love books until they find in them the natural aliment of the mind. Now so long as we neglect to show the young tyro that there is thought contained in books, so long will he be without a natural love of books. If we give him oral instruction, he will find that it is obtained much more easily than it would be from books; and if he is required to study books, he will come to feel that it is a drudgery rather than a pleasure; and there will grow up in him a dislike of books which might otherwise have been avoided. S.

Influence of Example in Education. — Example is of great importance in the education of children, in consequence of their natural propensity to imitation. The influence of this propensity is not sufficiently attended to by parents and teachers. Dugald Stewart has very ably treated this subject and shown its great importance in education. Not only should the propensity

of the youth to imitation be regarded in teaching "accomplishments and everything connected with grace," but in forming the moral character also. Every person knows "that the imitation of any *expression* strongly marked by the countenance and gestures of another person, has a tendency to excite in some degree, the corresponding passion in our own minds;" and when it is considered how prone children are to imitate, we shall feel the importance of habitually exhibiting, both in looks and actions, only such feelings as we wish them to exhibit. Parents who are constantly manifesting fretful and unhappy dispositions, will do much towards producing like dispositions in their children. From these observations, those who have the care of educating children, cannot fail to see the importance of the example they set them: they will also reflect that whatever is inculcated upon children is of trifling consequence compared with that which they learn by example, and if they wish their children to possess a spirit of benevolence, kindness, and humility, they must cherish and cultivate these virtues in themselves, and be particularly careful not to let any contradiction exist between their expressed opinions of the value of these dispositions and their own habitual exercise of them.

Resident Editors' Table.

Resident Editors {JOSHUA BATES, JR. | WILLIAM D. SWAN, } of Boston.
{J. D. PHILBRICK, | GIDEON F. THAYER, }

HISTORY AND PRESENT STATE OF THE SCHOOL REFORM IN MAINE.

IN the winter of 1843, Hon. E. M. Thurston, being a member of the House of Representatives in the State Legislature, and Chairman of the Committee on Education, reported a bill to establish a Board of School Commissioners consisting of thirteen members, one from each county, to be appointed by the Governor and Council. The duties of said Board were very similar to those now required. The bill was reported by himself, the Committee not being willing to assume the responsibility. When the subject was first introduced, it was regarded by most of the members as a show without substance, emanating from the brain of an enthusiast or fanatic; while some of the better informed members, though they approved the plan, advised him not to present it, lest by so doing he should lose the respect and influence he might otherwise command. But the bill was presented, regardless of the opposition, he feeling, as we all should feel, that a man who by his position in life is en-

abled to cast a broad look over society, and behold the impediments and obstacles to the improvement of the rising generation, and does not raise his voice and exert his influence to remove those obstructions, is recreant to himself, to his fellows, and to his God.

The bill had a full and animated discussion in the House, and finally passed that body, but was killed in the Senate. During the year the subject was somewhat agitated and discussed in the papers, the press generally sustaining him in his high and honorable position. In 1844 he was not a member of the Legislature, and the Governor recommended the subject to the favorable consideration of that body, and, though somewhat discussed, not much progress was made in its favor.

The year following, an extended report on the subject was made by Hon. T. H. Chase, Chairman of Committee on Education in the Senate, and a bill introduced to establish a Board of Commissioners, consisting of three or five members, to be appointed by the Governor and Council, whose duty it was to examine the condition of Common Schools — to collect such statistical information as would serve as a basis for legislative action, and to make a full and specific report of their doings to the Governor and Council; but it was rejected in both branches of the Legislature.

In January of the next year, a Convention was held by the friends of education in the State, at Augusta. A Committee was appointed by the Convention to memorialize the Legislature in behalf of a Board of Education. Mr. Thurston was then Chairman of the Committee on Education in the Senate. A bill was reported by the Committee, to establish a Board of Education, to consist of thirteen members, one from each county, each to be elected by the Superintending School Committee of their county. The bill became a law. Mr. Thurston was appointed by the Governor, to attend the Conventions of School Committees and to assist in organizing the Board. Immediately on his appointment he issued a circular to the Committee of each town in the State, calling their attention to the subject. The Conventions were all attended but one by Mr. Thurston, and addressed with that enthusiasm which should characterize all, acting in so glorious a cause. W. G. Crosby was elected their Secretary December following. In May, Mr. Thurston was returned to the Senate, and again appointed Chairman of the Committee on the Board of Education.

A bill to establish Teachers' Institutes, to be held annually, one in each county, the general direction of each to be under the member of the Board for the county, was reported. Each Institute to be held not less than ten days, and the expenses not to exceed $200 for each Institute, to be paid by the State.

The bill became a law, and Institutes have since been held annually in each of the thirteen counties. The number of teachers attending are as follows: — In 1847, whole No. 1677; in 1848, whole No. 2339; in 1849, whole No. 1922. In 1848 an educational paper was commenced by Mr. Crosby, and continued some more than a year, when it was discontinued for want of patronage. In his last report, which was in 1849, he recommended the establishment of a State Normal School. The Legislature was indifferent towards his recommendation, and talked loudly of repealing the law establishing a Board of Education. In August Mr. Crosby resigned, and Mr. Thurston was appointed to fill the vacancy.

Mr. Thurston entered upon his duties with the most commendable zeal, and his first report, which is a most able and valuable document, shows that he has also the ability, wisdom, and knowledge, which will ensure great service to his State and the cause of education generally, and which will place his name among the foremost educationists and benefactors of his race.

PUBLIC SCHOOLS IN CINCINNATI.

We have just received the twenty-first Annual Report of the Trustees and Visitors of Common Schools, to the City Council of Cincinnati. It is a very able and interesting document, and contains full details of the educational operations in that city during the last year. We think it might be profitably imitated, in some respects, by cities nearer home. We present below a brief abstract.

"The number of teachers, male and female, employed by the Board at the expiration of this year was 138; the number of pupils enrolled, 12,240; average attendance, 5362. The whole number of white persons between the ages of 4 and 21 years, within the city, 33,548.

The use of printed questions, as adopted during previous years, to test the acquirements of the scholar, has been dispensed with; in some respects the object we had in view was not attained, and it was obvious that the degree of actual improvement was not in proportion to the apparent celerity and accuracy with which the questions were answered."

We ask the attention of School Committees to the following remarks on the

SALARIES OF TEACHERS.

"As was intimated in our last report, we have increased the salaries of our teachers. A well-deserved claim on their part has been thus requited in some measure, but we feel that ere long

it will be our duty to add still further to their annual stipend. The professional teacher, who devotes his best years to the instruction of the young, earns most richly the largest salary he is ever paid. * * * We cannot, then, too highly estimate his mission, and reward his labors."

Male Principals now engaged in the schools receive $65 per month.

Female Principals, $35 per month.

Male Assistants, first grade $45 per month, 2d grade, $35.

Female Assistants begin with $16 per month, and rise to $25 per month.

Female Assistants of the Central School, $41.66 per month.

SUPERINTENDENT.

Nathan Guilford, Esq., has been chosen Superintendent of the Common Schools, with a salary of $800 per annum. His duties are prescribed by the Board of Trustees and Visitors. He examined all the departments under 127 teachers, and the document before us contains his report of the impressions derived from each class. We think the effect of publishing such particulars injurious. It operates unfavorably upon parents, children, and teachers. What teacher does not feel his manhood rebel against this process whereby he is weighed, measured, gauged, labelled, has the official seal set upon him as good for so much, and then advertised in the report,—and all this the result of a hasty visit by a stranger? A better way to improve schools is to raise the salaries of teachers, and take more care in the selection. Mr. Guilford's remarks on general topics are very good, and we have marked passages for future extracts.

From the report of the Central or High School of which H. H. Barney, Esq., is the accomplished Principal, we take the following directions in regard to

TEMPERATURE AND VENTILATION.

Teachers of the Central School are required to be at their respective rooms at least fifteen minutes before the time of opening school; to give vigilant attention to the ventilation of their school-rooms; using all possible care to secure a uniform and proper temperature, causing the rooms to be opened and aired each morning and afternoon, at times of recess, and at the end of each session; securing such continual changes of the air in the rooms as will prevent it from becoming impure and unhealthful between the times of opening and airing the rooms; and thereby guarding their pupils against exposure to sudden changes of temperature, and leading them to the formation of habits conducive to health.

THE

MASSACHUSETTS TEACHER.

Vol. IV. No. 4.] T. W. T. CURTIS, Editor of this Number. [April, 1851.

THE GROWTH OF THE TEACHER.

In all spheres of life, the demand for *the practical* is almost clamorous. "This is the age of Progress." Through all the ranks of society the word and the impulse is *Advance*. Life in all its phases is on the march. This is exhibited in the spread of those ideas concerning popular liberty which are upsetting and refashioning empires; in that change in the *heart* of Christendom which is discovering war to be a curse, and peace and its pursuits to be full of blessing; in a universal revision of the maxims of human government; in a more direct legislation for individual and consequently for the common happiness; in the arts of life, which are so fruitful in ingenious inventions for man's comfort; in book-making, in railroads, steam navigation, peace conventions, world's fairs, &c., &c. Last, *if* not least, it is seen in those various little Spartan bands of professional reformers, who seem determined that, if the world does not get on to the Millennium during their lives, it shall not be for want of enough "turning and overturning."

All these views of life and society indicate a restiveness of spirit struggling for advance, however misdirected the efforts for true progress may sometimes be. In all the departments of life there is manifestly a determination to move onward. It is not strange, then, that there should be such an aversion to the theoretical, and such a craving for the practical. For, though the first must always precede the second, the latter is more manifestly and more immediately the aliment of the progressive life. It is for this reason that the suggestion not unfrequently comes to the essay and lecture writer, "Write something practical," "Let it be practical." We acknowledge the reasonableness of the demand, and our willingness to heed it as we may be able.

We think the subject of the *teacher's individual development and growth* has as much of practical concern to him as any other

can have. It is of vital importance to him because of his manifold relations to society, present and prospective; because of the inevitable connection there is between the education of a people and their destiny. The teacher cannot separate himself from vast responsibilities for the character of individuals and of communities. It is he who, in a great measure, may, if he will, assign to motives their just rank, and give to impulses their proper direction. He may, by earnest care and untiring zeal, so strengthen these motives in their supremacy, and establish those in their subordination, as to produce a character that shall bless the world. We do not think we overestimate the teacher's opportunities in saying that if he is *absolutely faithful*, he may give a right bias to the mind and heart of every pupil ever under his charge. We do not mean that he will effect this of his own independent strength, but that if he is faithful to his opportunities, God will be faithful to his promises, and will certainly bless the good endeavors of the teacher. If he is constantly awake to the highest welfare of his pupils, he will be able, by timely words, by an affectionate spirit, by kindly admonition, by all those genial influences which the devoted teacher can command, to foster and permanently fortify principles of uprightness; to inspire the heart with a love for virtue that shall be abiding, and a hatred for vice that shall be lasting. So surely as the careful training of the shrub will give form and comeliness to the sturdy oak, so surely as the Author of organized matter with its sensibilities, is the Author of the mind with its sympathies, so certainly has the teacher the *opportunity* to give symmetry and direction to mind and character; so certainly shall the labors of the faithful teacher be richly productive.

If it be true that the welfare and destinies of his *pupils* are, in so solemn a measure, committed to his influence, it is no less true that he is connected with the condition and destinies of *wide-spread communities*. The children of his school to-day are, to-morrow, to be mechanics, farmers, merchants, voters, lawgivers, citizens, making the character of their neighborhood the copy of their own. And neighborhoods make States and nations. Is not this so? More than this; they are not only to mould the society of their own time, but that of long succeeding times. Our fathers are still alive in their influence upon American society and American destiny. Had their influence died with themselves, America, instead of being now a praise and a blessing to the world, might to-day have been a by-word and a hissing. *Your pupils*, fellow-teacher, and none others, are to be the *men* of another generation, and are to shape all our future history. According as you impress your character upon them, so will they stamp theirs upon society and the world. This is as inevitable as cause and consequence. If every teacher in

the land regarded these views, not as a fancy sketch, but had his soul filled with an earnest conviction of their truth, how changed an aspect would the face of society and of the whole world assume with the next generation.

If, then, the teacher is thus responsibly related to the highest welfare of individuals and of society, thus related to the present and the future, most assuredly he will not be held guiltless, by either God or man, if he is indifferent as to the manner in which he fulfils his sacred mission. God requires of every man to do *the best he can*, for himself and for others. If the teacher is contented to do to-day as he did yesterday or ten years ago, he will accomplish much less than he might. We must account, not for what we *have* done, but for what we *might have* done. We must account for *opportunity*. The providence of God has committed to our guidance and training, immortal minds and souls. He has entrusted to us, with every pupil, capacities for indefinite progress and development. He has given us the power and opportunities of influence over these capacities, and has intended that we should make every possible effort so to develop the faculties and shape the affections, as to prepare the possessor for usefulness here, and for a sublime career through eternity. If such a being, of whom we have the stewardship, wants but a single additional impulse to give to his whole character an inflexible direction to a life of virtue and a future of blessedness, and if because a single opportunity to give that impulse, was unnoticed or neglected by us, this child becomes a curse to the world and an outcast from God, wherefore shall the indolent, indifferent teacher be innocent?

We cannot, then, be excusable if we spare a possible effort, or remit, in the least degree, our zeal for the good of our pupils; and if we consider the teacher as a source of influences that are never to die, but are to be ever actively at work upon society as long as the world shall last, we shall perceive that he cannot innocently be indifferent in his profession, but is solemnly bound to be daily more faithful, to be daily more useful; that is to say, the teacher *must grow*.

If he is not anxious to do this, his duties will be imperfectly performed. Who, that has had even a few years' experience, cannot remember that he has at one time expressed opinions which more knowledge or longer experience has greatly modified or essentially changed? In other words, he has, upon some subject of ordinary study, or some question of morals, taught for truth what he now believes to be error. Does it give him no regret to know that this error, if still uncorrected, is even now alive and at work upon the individual thus taught? that it is silently modifying those opinions which affect the life, and remotely influence society? *Can we teach error with impunity*,

when nothing that we teach shall be without producing a certain effect? We should, then, study to-day that we may ourselves be better enlightened, that we may know more for to-morrow; that whatever we teach then, whether upon moral or natural science, may have more of truth and less of error. This is what we mean by the *Growth of the Teacher*. If he is not thus anxious to improve himself, the mistakes that he made when he began his career he may daily make to the end of it,—mistakes that may be ultimately and widely fatal. If there be one who is careless in respect to his own daily progress, and knows the possible consequences of his indifference, he is not fit for his profession. He had better take the spade or wood-saw forthwith. Better spend life digging dirt, than recklessly botching immortal minds. Again, though the indifferent teacher may not often teach actual error, if he neglects to extend the boundaries of his knowledge, and to discipline and strengthen continually his own intellectual and moral energies, he will be certain to teach much less of important truth than he might. The sins of the teacher are emphatically those of omission rather than those of commission. But though perhaps of a less aggravated nature, they are nevertheless sins.

The teacher should advance because society is advancing. If the rest of the world had continued in the dark ages, the teacher would have had a tolerable excuse for stopping there too. But the world, under its Christian teachers, has come forth from its gloom. It has set forward on a course of progress that has been "uniformly accelerated" to the present time. Every day increases the demands upon the teacher's energies, his thoughts, his knowledge, his force of character. The sphere of his duties is continually enlarging, and the relations that connect him with society are constantly multiplying. His opportunities for doing something that shall bless the world are consequently increasing. He cannot meet his augmented responsibilities, nor improve his greater opportunities, but by continual accessions of strength to his mental and moral character. The times in which we live demand men—men of noble hearts and well-disciplined minds, those who can energize and help onward the great movements of the age. They whose attainments are an ability to "read, write, and cipher," are permitted to fall into the rear, and there they will never be molested by any summons to the front. All honor to the men of a former generation. But he who in all the essentials copies the teaching of a hundred years ago, will furnish few recruits to the *leaders* of the age. His disciples will be those who "*fall in.*" If the teacher of this day would reinforce the moving masses of Christendom, with those who can wisely guide and efficiently serve society in its determined career onward, the preparation is to be made in the school-room.

Moreover, the pupils of to-day are to be the *men* of another generation. They are to be actors in events which those of our own times are but faintly foreshadowing. When we compare the present condition of society and of the world, with what it was thirty years ago, and when we glance at some of those great ideas and movements which, yet struggling in their embryo life, seem destined to shape society anew, can we doubt that those are now under our charge who are in the next generation to be engaged in most stirring scenes? As they are trained and moulded now, so will they *be* and *do* then. Let us remember that we are to educate them for a period that is in advance of the present. If our aim is to prepare them for life as it now is, and we succeed in this and no more, they will not be fitted for the state of things to which the world will have advanced in twenty or thirty years. The teacher must therefore anticipate society. He must advance more rapidly than the world about him. He must be able to discern the signs of the times. With the light of the present he must discover the outline of the future, and judge in some measure of the demands which the future will make on the children of the present. The more sure and rapid, therefore, the teacher's progress in the development of all his own powers, in the maturing of his judgment, and the completion of his character, the more competent will he be to prepare his pupils for a noble career of usefulness in the world. To this destiny should he shape all his instructions and efforts.

Although much that is *fine idea and nothing else*, has been generated on the subject of Human Progress, yet advancement is obviously the destiny of the race. The world will assuredly move onward. They who would move foremost may, and they who will not, must, and will be, dragged behind. The teacher is at liberty to choose his place.

These views seem to us practical. They do not to be sure suggest anything in regard to particulars of instruction or discipline—nothing in regard to forms, modes, or fashions, which style of discussion seems with some to embrace all that can be included within the practical. But we think it concerns the teacher's daily, hourly life, to be constantly mindful of his connection with the destinies of individuals and of society; and however much we may incline to regard as a mere speculation, the idea that we are responsibly related to the welfare of others, *the Creator has made it a fact;* and however unconcerned we may be now, the time is coming, when Almighty God will judge us by this fact.

For his own good, too, the teacher must grow, or he must decay. There is no other alternative. Throughout the wide dominions of organic matter we know of no condition but life or death — no progress but toward mature and perfect life, or, by

decline and decay, toward death. In the whole kingdom of nature there is no pause. When further development is arrested, forthwith decline succeeds. The history of vegetable life is that of intellectual. For man, beast, and flower, there is one universal law — growth and decay, life and death. The teacher's mind must be daily ripening. He must daily make new deposits in his treasury of knowledge. He must establish more firmly to-morrow than he did to-day, the mastery over his own spirit. He must add something to his energies, to his ardor of spirit, to his self-devotedness. He must increase in discretion, in wisdom. He must have more of the humbler virtues, patience, humility, charity. *He should be more careful in respect to the example of his life.* He should be better acquainted with himself, with his pupils, and with the nature of his arduous but glorious work. All this and much more must be the teacher's daily aim and attainment, or he may be sure of soon declining toward professional decrepitude, dotage, and death. There never lived an exception to this, and there never will be one until the laws of our being are changed.

We have urged the growth of the teacher as important. We purpose to suggest some of the modes by which this result may be promoted. We may say, first, that whatever contributes to improve him as a man, will also make him a better teacher. He has to deal with susceptibilities of mind and heart that sympathize with his own character. Therefore, the more fully the excellences of mental and moral character are developed in himself, the more vigorously and promptly will corresponding qualities be manifested in his pupils. He must therefore ever have in his mind the true ideal of a perfect man; and according as his daily life exhibits this ideal, so will be the development of every manly virtue in his pupils. Let the teacher remember, as he goes before his school for the day, that he *should be the model man*, and that to a certain extent he will be so regarded by his pupils. Let him then be heedful and vigilant, that so far as his pupils assimilate to himself, they shall be the better, not the worse for so doing.

The teacher will contribute to his growth by daily adding to his knowledge. If he is employed in teaching common Grammar, Geography and Arithmetic, his qualifications to teach those subjects will be constantly increasing as he increases his knowledge in regard to them. And there is no teacher living who knows so much in regard to any or all the humbler branches of study that he can know no more. It is the duty of every one, as it should be his delight, to enrich his teachings in any department by his habits of private diligence. He should study beforehand the subjects he is to teach. We do not say the text-book, but the subject. For books contain but the moieties

of knowledge. He must not be a slave to his text-book. He must range without and beyond. The regions of knowledge are to any faithful student the regions of immensity. There is no truth nor science that need be uninteresting. There is none in itself so dry, but that the teacher may, by diligent research, and a thorough acquaintance with whatever is worth knowing about it, awaken a spirit of earnest enthusiasm in its pursuit. If there is one who doubts this, let him try the experiment. If in any common study that he has been teaching for years, and that he thinks himself therefore familiar with, he is in the habit of meeting his class without any previous preparation, let him give his next lesson an hour of faithful study, and if he does not honestly believe that his recitation is more profitable than it would have been without such previous study, he is at liberty to believe either himself, or his pupils, or both, dunces, and nothing else. But let him not speak profanely of the *subject*. For if a recitation is ever tedious and a drudgery, it is assuredly because of unfaithfulness somewhere. God has made all knowledge precious and delightful, and if it does not appear so to us, it is because we are too obtuse to perceive its beauties, or too indolent to search for them. Let every teacher be assured that his improvement will be impossible unless he is anxious to make daily additions to his knowledge. If this be true, the teacher can never afford to be idle. Every hour we spend in foolish gossip or profitless sauntering might be spent in garnering a little harvest of precious knowledge, which in worth to us and to others would be increasing in geometrical ratio through time and eternity. That the teacher may suffer no hour to return to Heaven inscribed *misspent*, he should always have by him, to occupy the straggling minutes, some book, connected with the subjects of his daily teachings, or on general literature, history, or science. If any one of our readers who is anxious for self-improvement, and has never adopted this nor any other similar practice, will try it for six months, we are sure he will testify at the end of that time that he *has grown*. The growing teacher will then be constantly increasing in knowledge.

He will also be constantly adding to his wisdom. Knowledge without wisdom is power without control, and is as likely to become a great evil as a great good. The wise man is he who not only has a mind full of knowledge, but is able to make constant and appropriate use of it in the great interests of life. He is a wise teacher who has not only gained much from books and men, but is also able to do much with what he has acquired. Nor will he find the sources of his growing wisdom in books alone. He will seek and receive instruction from his observation of men, from the daily occurrences of life within and without the school-room. He will be free from everything like routine, always a

deadening incubus on any teacher who is its slave. He will carefully observe the operation of his plans and his general school-room policy. And whenever there is faultiness, he will be prompt to discover and amend. Discretion is an essential element of wisdom, and should be diligently cultivated as a fixed trait of character. If the teacher possesses this, he will understand how judiciously to adapt means to ends. He will know how to combine moderation with promptness and decision, gentleness with firmness. He will endeavor to increase his moral power over his school, and, compared with this, he will value physical force but little. He will seek to exert those quiet influences which win confidence and attachment, which secure an earnest and strong good will. If he succeeds in this, he may almost mould his school as he will. He will consider it of the first importance to make his pupils believe he is their true friend, and in order to do this, he will sincerely be so. He will tell them kindly and plainly of their faults as pupils and as individuals, assist them in their difficulties, sympathize in their sorrows, be interested in their diversions, and be happy when he sees them so.

If the teacher wishes to be daily more efficient and successful, his daily pursuits should occupy more of his thoughts. His school should ever be uppermost in his mind, should engross his whole soul. He should regard his profession as a noble one, and well worthy of all the best energies of his nature, of all his self-devotion. His earliest and his latest thought of the day should be of his school. To this he should consecrate his time, his strength, his life. He should teach because he loves to, and not because he can do nothing else. He should not be satisfied with partial success, but should diligently employ all possible means for becoming a better teacher. His views of duty and responsibility should not be limited to the present, but he should feel that his daily work, whether good or bad, is to be producing and re-producing results through all eternity. He should make the nature of his duties a subject of careful study. He should reflect more upon the great purposes of study and education, and judge more accurately of the object the teacher should have in view. We fear mistake is often made here. It seems to be a common impression that knowledge is to be sought *as an end*, and not *as a means*, while the truth is, knowledge is of little or no more value as an end than wealth. The true object of all knowledge, as well as of every other acquisition, should be to aid in such a cultivation of the moral and intellectual powers, as shall qualify the soul for indefinite progress in virtue and goodness. Unless knowledge as a means is made to have a reference to this result, it is good for nothing. Unless it be made to give us a higher discipline and a more perfect development, it is

worth no more than any other acquisition. The growing teacher will not be so anxious to crowd the minds of his pupils with knowledge, as to give their powers of mind and heart that fulness of expansion and that vigorous strength which shall fit them for extended usefulness and permanent happiness. His pupils will not be the passive recipients of ideas. *They will be thinkers.* Nor will they *know* less than those who are taught to regard knowledge as an end. For if the mental energies are kept constantly awake and active by vigorous exercise, the pupil will take delight in seeking for himself the hidden treasures of knowledge. The teacher cannot overestimate the importance of training his pupils to think for themselves. He should not permit a recitation to close without affording an opportunity for earnest mental effort. The range of his questions upon the subject studied should be such as constanty to require this, using the text-book merely *as* a text-book. When Sir Isaac Newton was asked in what way he had made such vast discoveries and had accomplished so much for science, he replied "*by thinking.*" And all that has ever been done for science or civilization, has been done in the same way. Let not the teacher permit his pupils to be the mere dronish swallowers of knowledge. Such an education is only better than none. But let their minds be constantly working and thinking. Education will then be neither irksome nor worthless, but both profitable and delightful. For to be inactive is to be weak, and to no child of ordinary capacities is there any delight in inactivity or imbecility. Such views of education, and daily reducing them to vigorous practice, will contribute immeasurably to the growth of the teacher. For the great law of the universe that action and reaction are equal, whether it be in regard to matter, morals, or mind, prevails here. As matter cannot act upon fellow matter without receiving the same impulse it gives, as man cannot do his fellow man good or evil without blessing or cursing himself, so mind cannot strengthen kindred mind without receiving equal benefit. He cannot train his pupils to be earnest, vigorous thinkers, without becoming more and more so himself.

The teacher who would be daily adding to his efficiency, must cultivate a genial spirit. He must acquaint himself with the interests of his pupils and be interested in them, enjoy what they may innocently enjoy, sincerely sympathize in their little and larger griefs, make all their pleasures and sorrows really his. He must convince them that he is with his whole heart devoted to their true happiness and good. Let him by all patient, kindly, gentle ways, win their love, and there is no limit to the good he may do them.

When opportunities for self-improvement do not come, he must seek them, and he must use them when they do. When Teachers'

Associations, Conventions, and Institutes do not come to him, he must go to them. Such occasions are feasts to earnest teachers' souls. They give courage, strength and zeal. No teacher can share with kindred minds in the exchange of sympathies, opinions, and counsel, without most material and lasting advantage. Let him be a constant reader and supporter of educational journals, or at least, some *one*, and if but one, let that be the best — (*The Massachusetts Teacher.*) He thus continually gathers from the wisdom, opinions, and practices of others, compares them with his own, corrects faults and copies excellences. He must be "quick to learn" from his daily experience, and not require to be taught the same lesson twice. And every day should not only teach him something, but should teach him much, as it will, if he thoroughly review and examine it with this desire. The teacher must be a student. He must never think his work done. To be sure he must take time for recreation and exercise. But beyond this, he is an idler. Hours must be daily passed with his books in earnest study. Books are the teacher's great sources of knowledge, and he will not have a fulness of knowledge without seeking it. The little plant daily puts forth farther its tiny roots, seeking nourishment. By patiently doing this from day to day, the little plant becomes the stately oak. Let the teacher remember that the law of vegetable is the law of intellectual growth. If habits of busy toil rather than luxurious ease make the life a little shorter, what matters it? Is it not truly better to wear out than to rust out? If we may lead a life of noble usefulness with constant, wearing toil, or have length of days with inglorious indolence, who would not make the choice of Achilles?

Fellow Teacher, it has not been our intention to exhaust the subject we have thus discussed, but simply to suggest it as a topic deserving your daily reflections. Does it not demand more of your frequent and earnest thought than it has hitherto received? In view of its importance, of its practical connection with the amount and kind of our influence upon others, of its certain connection with results that are to reach through life, far onward into Eternity, in view of the facilities we possess for our personal advancement and of the sublime motives urging us to seek it, let us awaken our energies anew, form nobler purposes, make better resolutions, think more upon our duties, our responsibilities, and opportunities, strive more earnestly and faithfully to accomplish something for those who now directly receive our influence, and for those who are to receive it indirectly for all time. Let such be our faithful and earnest endeavors, and if in Time our toils are not appreciated, we can well afford to wait; Eternity shall prove we have not lived in vain.

PHYSICAL CONDITIONS OF MENTAL EXERTION.

"Laugh ye who boast your more mercurial powers,
That never feel a stupor, know no pause,
Nor need one; I am conscious, and confess,
Fearless, a soul that does not always think."—*Cowper.*

THE confession of Cowper, would, I doubt not, be the confession of many others, if they were constrained to own the truth. It is certainly a very fortunate, and I doubt not a wise provision for such, that the operations of their minds are concealed, if they choose to conceal them, from all human observation, so that they can think or let it alone, just as they please, and *nobody* will ever know it.

There are those, I am aware, who entertain the opinion that the mind is ever active, knowing no respite and needing no pause; that at every moment of existence, even in sleep, it is still pursuing its onward progress, and maintaining an unbroken succession of ideas; that like the ceaseless flow of a river,

"lahitur,
Et labetur, in omne volubilis ævum."

It is not contended, indeed, that the mind is all this time conscious of its own operations, or, if conscious at the time, that it retains the recollection of this consciousness; but it is inferred from the immateriality of the mind, that it can never remain dormant. It is not my purpose, in this article, to investigate the truth of this opinion, which has been entertained both by the learned and by the unlearned. In the sense in which Cowper says he was conscious that he did not always think, few persons, I imagine, will be disposed to deny, that they too are conscious of the same fact. It may be safely presumed that most persons have at times experienced that degree of physical exhaustion, which incapacitated them for any well-directed and efficient mental effort. We do, indeed, sometimes meet with those whose "more mercurial powers" really seem to need no respite; from the rising of the sun until the going down of the same, and even until the noon of night, they keep the machinery of their minds in constant motion—driving its engine by the powerful energy of their own vito-galvanic battery. Nothing seems to stay the strong current of their thoughts, but their own determination.

That such persons should regard the mind as "something distinct from the body," and as independent of it in its operations, is not perhaps so remarkably strange. But to those who, by their daily experience, are compelled to admit the truthfulness of that declaration of the wise king of old, "much study *is* a weariness of the flesh," or to those whose waning health and exhausted physical energies incapacitate them for any considerable degree of mental effort, and which admonish them that

they have "need to make a pause," (perhaps a "solemn pause,") to such, I say, the subject of this article—physical conditions of mental exertion—will not, as they peruse it, strike their minds as words of strange and doubtful import. To them, at least, the assertion that such is the connection of the human mind and body, that certain conditions of the latter are requisite to sustain the active energies of the former, will have all the force of a self-evident proposition. Their own conscious experience is to them all the proof that is requisite. Admitting, then, the proposition to be correct, it becomes a matter of some interest to know what these conditions are; for, just in so far as they are wanting, may we infer that deleterious or deranged action will ensue. Let us then inquire,

What are some of the physical conditions of mental exertion?

1st. The organ of the mind must be perfectly formed in all its parts.

The brain is the great sensorium of the mind, by impressions upon which, the mind gains all its ideas of the existence, qualities, properties, and relations of external objects. These are the primary sources of all its cogitations; for how is it possible to think of that whose existence is not either obvious to our senses, or inferred from the existence of objects that are? The brain is, then, the medium of the mind's communication with the external world, and the organ of all its operations.

If, then, the organ of the mind be imperfectly formed, the medium of its communication with other objects, is, just in so far as this imperfection obtains, interrupted, and its capacity for receiving and retaining those impressions requisite to a correct knowledge of these things, is diminished or impaired. How can it be expected that the eye, for instance, should rightly perform its office, if it be in any considerable degree defective? If the focal distance of its lenses be either too long or too short, the light that is transmitted through them, will be either too diffused or too converged, and will fail to form a distinct image upon the retina. Thus objects will appear indistinct, confused, or distorted. So, likewise, if that portion of the brain, which is especially adapted to receive the final impression first made upon the retina, and by means of the optic nerve, transmitted to that part, be defective in structure or otherwise, we may justly infer that a correct impression will not be made.

There are some persons, who, owing to a defect, as I suppose, either in some organ of sense, or in the organization of some parts of the brain, or of the abnormal condition of those parts, cannot discriminate between particular qualities of color, sound, flavor, or odor, which are perfectly distinguishable to most other persons. I know an individual of unquestionable veracity, who

assured me that he could not distinguish the colors red and green; admitting, I presume, these colors to be of equal brilliancy. I directed his attention to the red and the green figures in the carpet before us; he said they appeared to him of the same color. The red rose and its green leaves must then, I suppose, present no pleasing contrast to his eye. I have heard of other similar instances.

If, then, any of the organs of sense, or those parts of the brain which receive and treasure up the impressions made primarily upon these organs, be defective, all that class of ideas which reach the mind through the medium of the defective faculty, must be imperfect; and hence all reflections upon these imperfect ideas, must also be of an indefinite character.

2d. The organ must be in a sound or healthy condition.

If a limb of the body, as the arm, be paralyzed, it cannot perform its office. If it be inflamed with rheumatism, every effort to use it will be painful, and its action will be inefficient. The arm may, nevertheless, be perfect in its formation. Every bone, joint, ligature, muscle, nerve, artery and vein, may be perfectly formed and properly adjusted.

And so it is with the brain. It may be complete as to its formation, but if it be diseased, wholly or in part, no just dependence can be placed upon its efficient action. It is a well known fact, that those diseases which affect the brain, do more or less affect the mind. It is also known that parts of the brain may be affected or injured, and a consequent degree of insane action, or want of action will be produced. Monomania is a disease too fully recognized at the present day, to admit of a doubt as to its reality.

As the brain is only a part of our corporeal system, nourished by the same circulating and assimilating process, and connected with every other part of it, even to the minutest fibre, by means of the spine and its innumerable ramifications, called nerves, which are of the same substance as the brain, it is reasonable to infer, and no one will dispute the correctness of the inference, that there should be a sympathy of the parts, and that when one member suffers, the others should also suffer with it. If one part receives an injury, the vitality of the other parts is directed to the injured part, to sustain the requisite healing process, and to effect the necessary repairs.

As all sensations are transmitted to the brain, by means of the nerves, if these sensations be uncommonly intense, the habitual current of the mind must be disturbed, or deranged, just in proportion to the degree of that intensity. The brain itself may become diseased in consequence, and its efficiency permanently impaired or destroyed. Intense physical suffering is well known to induce, in many cases, mental insanity. The

brain, then, and the corporeal system in general, must be in a healthy condition to insure correct and efficient mental action.

3d. The organ of the mind must be in a rested condition.

When the laborer, fatigued with the toil of many hours, attempts to urge on the system to perform an unusual amount of labor, his wearied limbs seem reluctant to obey the high behests of the will, and in their own silent but significant language, declare their full conviction of the truth of that doctrine of ethics, that duty cannot exceed the limit of physical ability, and imploringly ask for

"Tired nature's sweet restorer, balmy sleep."

Who, that has exhausted the physical force derived from his daily food, does not know how toilsome are all subsequent efforts? Nature, indeed, has so constituted man, that in cases of emergency, he can, by the strong impulse of his will, push on the system to most extraordinary efforts; but he is sure to pay the penalty if he does. This usual draft upon his physical resources will inevitably result in a corresponding degree of subsequent languor, in painful sickness, or in sudden death. Such drafts are most unwise; nature forbids it, and gives the needful alarm; calls home her forces, and demands rest; and it is well if her admonitions be regarded. They are impolitic, for in case no serious injury be inflicted upon the system, the loss of time, requisite to make the necessary repairs, more than counterbalances, in ordinary cases, all the advantage which may have been secured. This capacity of the system was designed for times of pressing emergency, or of imminent peril, when, without it, great interests, or perhaps life itself, might be endangered.

It is thus with the mental faculties: a certain amount of mental labor may be performed without injury, nay, may conduce to the healthy condition of the brain, and to an increase of mental vigor; but beyond this, exhaustion, permanent debility, disease or death.

The capacity of different individuals for mental effort, is indeed widely different. Even in healthy organizations, there is great diversity, much more in unhealthy ones. There are those who are incapable of protracted mental effort, without consequent injury. There may be the appearance of health even when there is real debility; the cause is internal, and, to the unpractised eye, undiscoverable. There is little doubt that what is often stigmatized as *laziness*, is in many instances real exhaustion, arising from physical causes, involuntary and constitutional—and for which, the individual thus afflicted is rather to be pitied than censured. The surest index, perhaps, by which one may detect in another this exhaustion, is the eye. Lack of *lustre, as if* the soul were wanting, a heavy movement or immo-

bility of the eyeballs, a vacant stare, dilatation of the pupils, and drooping of the eyelids, are the sure indications of mental weariness, and the signals of nature demanding rest. To force the mind beyond this limit, is an act of violence that will work out its own vindication.

No fixed rule, in regard to the amount of mental labor which may be safely performed by any one, can be laid down. Every one may, however, after a little experience, decide for himself what his constitution will enable him to endure. He must not think of measuring his own capacity by that of others. He must not interpret the old adage—"what man has done, man can also do"—to mean what *any one* man has done, *every other* man can do; for this would be to assume, that all are naturally endowed with equal capacity, which, evidently, is not the fact. If he cannot safely perform all he would, he must be content to do what he can. By a prudent exercise of his faculties, he may gradually increase their capability of action. Young students often commit great imprudences in this respect. In their eagerness to ascend the "hill of science," they tax their nervous system to the extreme limit of endurance, exhaust their energies, and, if they do not stumble and fall, they are, at least, compelled to halt, however impatient, and linger on the way long hours, perhaps weeks, months or years, in order to recruit. Like the crow in the fable, resolved to do great things, exceeding their ability, they only get entangled in the fleece of their intended prey, and get their wings clipped for their rash folly.

4th. The organ of the mind must, by excitation, be put in a susceptible condition. During the hours of "soft repose," every slumbering faculty ceases to preform its wonted office. The eye is closed to all external objects, the ear hears not, it may be, the tread of the midnight robber, the nerves are unconscious of touch,—these outer sentinels are all inactive; no intelligence from the external world penetrates the now silent abode of the soul. Reflection ceases, and with it all consciousness. Only those motions of the system requisite to sustain life, such as the pulsations of the heart, circulation of the blood, and respiration, continue; but the mind knows it not. Where is it? Has it gone on a voyage of discovery to the spirit land, and left the body to its repose?—or is *it* too, that ethereal essence that animates, actuates and controls the body, fast asleep? It sees not, hears not, knows not that aught else exists, or that even itself exists. Ah! but its *faculties* are all suspended, its *organs* are all dormant. The delicate machinery of thought has ceased its rapid motion; and the manufacture of its exquisitely fine and impalpable tissue, has for the time been entirely suspended. Why is this? If the body be weary, let it repose; but must the immortal mind too be chained down in oblivion and silence,

till its grosser companion shall be refreshed and shall awake? It must be so while they sojourn together. If but once the mind stir, it will set the wheels of thought in motion; and if it do not arouse all the operators of its tenement, its tapestry will be strangely woven, and the figures in it drolly conceived, and most fantastically and capriciously arranged—fit only for "airy castles," far away in the land of dreams.

When the physical and mental faculties have become refreshed and invigorated by rest, they are then ready for action. This action is caused by excitation. But how is excitation produced? It is the theory of some, that there is in man, and animals too, a subtile fluid, electrical, galvanic, magnetic, nervo-vital, or whatever it may be called, generated or evolved in the system—it may be, by chemical action—by which all his operations, both mental and physical, are effected. The will is thought to be the motive power which regulates and controls this fluid, in all voluntary action, and by it, regulates and controls the whole system. Its action upon the muscles, by contracting or expanding them, produces all the multitudinous movements of the animal frame. Numerous experiments upon the living and the recently defunct subject, by means of galvanism, &c., seem to establish this fact. The action of this fluid upon the brain, is thought to be equally essential to all our mental operations; though the precise mode of its action is, perhaps, past finding out.

In sleep, evidently, the organ of the mind is not in a condition for mental action. But even in the wakeful state, there is a condition of this organ, or of some portions of it, in which, although the external exciting causes are operating, no distinct impression is made upon it; and of course, no distinct idea of these causes is received. It is said, in such cases, that there is a want of attention. Doubtless; but if attention be a condition of the mind, and the mind acts by means of its organ, then is attention aught else but a condition of the organ, induced by mental volition? By the act of attention, the organ is put in the proper physical condition for receiving any given impression. This condition is the result of excitation. To fix the attention upon any given subject, is sometimes far less difficult than at other times; owing, I apprehend to two causes—the rested condition of the organ, and its excitation, caused by the action of the vital fluid upon it; by which it is rendered susceptible to any impression that may be made upon it. As in the photographic process, it is not sufficient, merely to put the silvered plate in the focus of the lens of the camera obscura, in order that the desired image of an object be formed upon it,—it must also, by the use of appropriate fluids, be rendered susceptible to the impressions of reflected light. When thus prepared,

the plate is put in the proper position, and the chemical action of the light, as reflected from the object with different degrees of intensity, pictures upon its surface an exact image of the object. The action of the vital fluid upon any particular position of the brain, seems to put *it* in a somewhat analogous condition of susceptibility.

But the limits of this article forbid that I should pursue this subject much farther. The main object I have had in view, is to show the dependence of the mind, in its present connection with the body, upon certain conditions of the latter, for its capability of efficient action. It appears to me that this fact is too much overlooked, and that inattention to it often leads the eager student, and the ambitious teacher, in the process of mental development, to make serious and sometimes fatal mistakes.

I heard it stated in the pulpit, a short time ago, that in some circles it is considered quite unfashionable for a person to have *any soul;* and that the daily practice of most men might lead to the supposition that they really thought they had none. I have seen some persons who appeared to consider it quite disreputable to have *any body* that needed to be cared for, to preserve its health. A long list of ailments, particularly, nervous affections, are, by such, deemed to be mere phantoms of the brain, having no real existence; and therefore, none but females, at most, should be pardoned for being troubled with them. Such persons may, indeed, have a vague idea that the mind and the body have some connection, but their practice might suggest the doubt, if they had ever duly considered the fact.

In general, all the conditions requisite to a healthy and vigorous action of the body, are requisite to the healthy and vigorous action of the mind; because the operations of the mind are carried on by its material organ, which, being a part of the corporeal system, is subject to the same general laws of health. It must have nourishment to strengthen it; it must have fit objects to excite it to action; it must have the breath of heaven to inspirit it; it must, if it would bound lightly over the billows of thought, have *sunlight* at least, if not "moonlight and starlight;" though, notwithstanding our *Lunatic* asylums seem to disparage the genial mental influence of the *lunar* orb, yet from time immemorial, she has, I believe, been wooed and worshipped by a class of beings called poets, whose mental effusions, to be sure, seem to possess something of that dreamy character which moonlight is supposed to impart. W. R.

THOUGHT AND ITS EXPRESSION.

MR. EDITOR,—I wish to beg the use of your pages, in order to introduce to your readers a work on Grammar, entitled, "The Thought, and its Expression," by Henry Scheib. I take the trouble to do this, because I believe I shall confer a benefit on young teachers especially, by leading them to examine a work which will, I think, assist them very materially in giving instruction on the subject of grammar.

I shall make no remarks on the manner in which the author has executed his task, for I must believe that teachers are getting indifferent to the recommendations with which it is the fashion to bolster up school-books. I shall therefore only present a synopsis of the volume, accompanied by illustrations at some length, of the author's mode of leading the pupil forward.

In the preface we are told the principal elements common to all languages, and shown that grammatical instruction must begin with the *sentence*. Then follows an illustration of the manner in which the teacher should introduce each branch of the subject to the pupil's mind. And before quoting, as I propose to do somewhat from this part, let me say that the German method of instruction seems to differ from the one usually employed in our schools, in this: that we incline more towards requiring the pupil to repeat what he has learned of the text-book put into his hands, and the German teacher leads the child's mind forward, by conversation and suggestion, to a required point, and there stops, that the pupil may fix his knowledge by copious exercises. I shall omit all that I can consistently with giving an idea of the method pursued.

"*Teacher.* Charles, you have doubtless spoken this morning; can you recollect something of it? [The pupil repeats some remark.]

"*T.* Of whom [or of what] did you speak?"

It is now, after asking enough of such questions, shown that in speaking we always speak of some person, animal or thing.

"*T.* Now let *me* tell you something: 'The watch.' Of what did I speak?

"*Pupils.* Of the watch.

"*T.* What did I say of the watch?

"*Pupils.* (No answer.)

"*T.* I have not indeed expressed a thought. I will tell you something: 'The watch is too slow.' Of what did I speak? What did I say of it? &c. Now what can you say of the black-board? &c., &c.

"*Pupils.* The black-board is black, (square, smooth, &c., &c.,) &c., &c.

"*T.* Edward, name anything you have seen on your way to school.

"*Pupil.* I saw a dog.

"*T.* Tell me something of the dog," &c., &c., &c.

"*T.* Come here to the window. Do you see that girl with an empty bucket in her hand going towards the pump? Now what do you think about that?

"*Pupils.* The girl is going for water.

"*T.* Of *whom* do you think? *What* do you think about her?" &c.

"*T.* Now you see it is the same with *thinking* as with speaking; there must be *something* of which we think, and we think *something* about it," &c., &c.

At the close of the exercise the teacher says:

"*T.* Now what have we learned? (Rehearsing.) What does *thinking* mean? Do we hear what a person thinks? Why not? Can we make our thoughts audible? In what way? Can a thought be expressed in words inaudibly? How? What is a sentence?"

The teacher now requests the pupils to read the first paragraph of the manual, and puts the necessary questions in order to see whether everything is well understood: after which he proceeds to the first lesson. The first paragraph is on Thinking and Speaking; first come some definitions, and then the

"1*st lesson.* Express a thought about each of the following things: the dog—the goat," &c., &c., &c.

§ 2. Treats of *Conceptions and Conception-words.* We have in our minds—

(1.) Conceptions of *things.*

(2.) Conceptions of *qualities* of things.

(3.) Conceptions of *actions* of things.

These are illustrated and the conception-*words* named.

Then follow Exercises for the pupils.

"Name the things found in the school-room, on a farm," &c., &c.

"Write the names of things used for building houses," &c., &c.

"Tell *how* the following things can be; the door," &c., &c.

"Tell what the following persons and things do, or can do," &c., &c.

§ 3. *The pure Simple Sentence.* "The dog is a quadruped," "The dog is watchful," "The dog barks," &c., &c.

The *subject*, and the *predicate*, is each defined.

The manner of forming sentences illustrated.

The manner in which the *relation* of the predicate to the subject is indicated, is pointed out.

Then follow copious exercises, of which I give, as in other cases, only a few, as specimens.

"Form sentences of the following words, so that one shall ex-

press something about the other: Fire, burn. Iron, rust," &c., &c.

"Say of the following *how* they are respecting their color, &c. Soot, Milk," &c., &c.

"Say of the following persons what they do, &c. The farmer," &c., &c.

§ 4. *Relation of Number.* Examples: The fox is cunning. The foxes are cunning, &c., &c. Each spirit is invisible. All spirits are invisible, &c., &c. Then follow observations on the subject of the section.

The pupil is required, by way of exercise, to put the subjects of sentences already given into the plural number; and directed, to "form sentences of words given, using with each subject a suitable indefinite, numeral adjective." Cherry red,—Animals noxious, &c., &c.

§ 5. *Relation of Person.* The subject is, in this section, treated in a manner which has been perhaps sufficiently illustrated. First, examples are given of the use of the personal pronouns; then the author gives an explanation of grammatical person, and then follow exercises for the pupil.

§ 6. *Relation of Time.*

§ 7. *Relation of Mode.*

§ 8. *Emphasis and Position of Words.* In the last part of this section, the author points out the position which the parts of a sentence usually hold in it; and how their positions may be varied. This, with its examples, makes one of the most useful sections of the work.

Part Second treats of the Enlarged Simple Sentence.

§ 9. *Of the Qualification of a Thing.* The exercises are very copious. I quote a few.

"Modify the subjects of the following sentences: Lime is brittle. Linen is white," &c., &c.

"Form sentences of the following words, having the subjects qualified by nouns in the possessive case: —mane long. —bill crooked," &c., &c.

"Write sentences in which the thing-words (nouns) are qualified by attributive thing-words with prepositions. Ex.: A dress *of silk* is costly," &c., &c.

§ 10. *On the Supplement.* After a full statement of the cases in which supplementary words are required, the pupil is directed to form sentences.

(1.) Of given words, and supply the verb with its supplement which shall answer the question "*What?*" "Ox pull. Dog pursue," &c., &c.

(2.) And say of the following things *what they have*, the supplement being qualified by an attributive, or a numeral adjective. Ex.: "The stag has *branching antlers*. Deer. Buffalo—," *&c., &c.*

(3.) The verbs and adjectives having for supplements nouns with "*of.*" Ex.: "I will not think of my sufferings. Boy speak—. Mother dream —," &c., &c.

(4.) The supplement being in answer to the question "*to whom?*" or, "*to what?*" "Father write —. Idleness related —," &c., &c.

(5.) The supplement being connected with certain given prepositions.

(6.) The supplement expressing an effect of the action. (This is the Factitive relation.) "Water converted —. Grain ground —," &c., &c.

§ 11. *Two or more Supplements.*

§ 12. *The Passive and Reflexive Form of the Verb.* Under this, besides remarks and other exercises, are exercises on transforming sentences given before, by using verbs in the passive voice.

§ 13. *Circumstances of Place.* Exercises in forming sentences; (1.) Introducing a circumstance of place on the question "*Where?*" (2.) Introducing circumstances of place on the question "*Whence?*" (3.) Introducing circumstances of place on the question "*Whither?*"

§ 14. *Circumstances of Time.*

§ 15. *Circumstances of Manner.*

§ 16. *Circumstances of Cause.*

§ 17. *Combination of Circumstances.* Ex.: "Early to-morrow morning, father will take us out in his sail-boat to the western bank of the river, near the beautiful little village, on a fishing excursion."

§ 18. *Combination of all the Members in the Enlarged Simple Sentence.* Ex.: "The watchman examines. The *attentive* watchman examines. The watchman examines *the fastenings.* The watchman examines *carefully.* The watchman examines *every night.* The watchman examines *his ward.* The watchman examines *from personal interest.* The attentive watchman of the ward carefully examines, from personal interest, the fastenings of the houses of his ward. The attentive watchman of the twelfth ward carefully examines, every night, from his personal interest in the security of his fellow citizens, the fastenings of the different houses in his ward," &c., &c.

Sentences are given for the pupil to expand.

§ 19. *Observations on the Position of Words in Enlarged Simple Sentences.* Exercises for the pupils consist of sentences the position of the words of which is to be changed.

This ends the Second Part of the book.

The Third Part relates to the Contracted Sentence and comparison of adjectives, and extends over thirteen pages.

The Fourth Part treats of the Compound Sentence,—the dif-

ferent methods of joining together the members of a sentence. This part occupies seventy-four pages, and concludes the volume.

You will not, I think, Mr. Editor, find the room occupied by this article illy used, if it induce teachers to examine a very unpretending little volume, which came to my knowledge almost by accident, and which I have not even seen advertised in the newspapers. N. T.

THE TEACHER'S REWARDS.

THE rewards of the teacher differ from those of other men. The teacher needs faith.

The careworn merchant has been busied during the week with perplexing schemes, cautious calculations, pleasing hopes, and painful fears. But when on Saturday night he once more takes his seat at his desk and carefully balances the long columns of loss and gain, the generous result abundantly rewards him for all his ceaseless toil and tormenting anxieties. He *feels* that he is rewarded. He *feels* that he has received an equivalent for whatever of brain, soul, or sinew he has expended for the week. And he is right. He *has* received his reward. It is too often the case that the lawyer, if he has got a case and a fee, is satisfied. The fireside distress he may have caused, the friendships he may have sundered, the burning enmities he may have inflamed, are no part of his concern. His purpose is a living. The law is his trade. And hence the defence of a villain and the cause of the righteous alike yield him a full reward. The faithful physician, after days of careful watching by the sick man's bed, anxiously reading the final issue in each movement of feeble life, puts at least a part of *his* reward into his pocket, and realizes a full equivalent in seeing him upon whom so much of the happiness of others depended, and around whom so many household hopes had gathered, once more restored to a happy family.

The teacher's sphere, the teacher's aim, the teacher's duties, and the teacher's rewards, differ from all these. The teacher who is worthy of his profession neither expects nor seeks compensation in a *salary*. He knows that *no* salary can equal in worth the value of his toils. He feels that he is dealing with that which is above all price. He barters not with sugars and silks that minister to temporary comfort or vanity. He makes no merchandise of the passions of men. Teaching is not his *trade*, nor does he speculate upon the infirmities and whims of his erring fellow mortal. It is difficult for even the teacher himself fully to comprehend the true dignity of his labors. Is he not apt to forget sometimes that he is doing anything more

than mechanically going through a daily routine of formal drudgery?

Fellow Teacher, forget not that there is divinity in your school-room; that your hands are daily shaping that which shall bear your impress forever; that there are gathered about you those whose condition in this life, and whose *everlasting* character, are in a fearful measure to be determined by yourself. You are fashioning the imperishable spirit. You have committed to your nurturing the embryo capacities of an archangel. What a sacred, what a precious charge! Yours is a mission not even beneath the exalted dignity of a Gabriel. And what adequate compensation is annexed to such high and holy duties? Is it that which is received at the hands of a *town treasurer?* The true teacher knows that all the treasuries of earth could not recompense him. His *work* is his reward. By their fruits shall your labors be known, and by their fruits shall they be rewarded.

But days and months of weary toil we spend and see *no* fruits, perhaps. Though our pupils may seem to cherish our counsels, appreciate our kind endeavors, value and treasure up our precepts, and really to acquire knowledge; yet our annoyances are so many and so trying, the waywardness of some so obstinate, the follies of others apparently so incorrigible, the intellect of many so obtuse, and the progress of all so gradual, that teaching seems sometimes to be really an endurance. Nay, fellow teacher, have patience! Have faith. Be faithful and full of faith, and thy reward *shall come.* Diligently and hopefully sow thy seed and it *shall* take root and fructify. This is inevitable. Nothing can be more certain, for there is *no* barrenness in the human soul. No mind that ever God created *can* be uninfluenced by a teacher's precepts. The attributes of the immortal mind are such that no *child* can hear your individual word, observe in your countenance a single expression of thought or feeling, be a witness of the most trifling act that betrays in the least the temper of your mind, the motive of your conduct, or the nature of your spirit, without being either a worse or a better *man.* How much watchfulness and discretion become the teacher then.

There is an infinity in the influence of the teacher's most trifling conduct, wherever he is within the notice of his pupil, be it in or out of the school-room. This little earth of ours, comparatively but a speck, exerts an influence that we cannot estimate, upon all created worlds. Its attractive power is first felt by each member of our planetary family — a power which neither the mightiest nor the most distant of them can refuse to obey. The viewless paths of all, as they wheel in their everlasting circuits, are different in form and in position from what they would be if our own globe had no existence. The impulse our whole solar system receives, is transmitted to the next neighboring system, thence to the next and the next indefinitely, thus trav-

elling farther and farther into the depths of space, until the influence of our puny globe is diffused throughout the measureless universe,— until its existence is known and its power acknowledged by the most distant star that inhabiteth the suburbs of creation.

Thus wide is your sphere; thus vast your power. A simple thought you may communicate to-day, shall awake a fellow thought, create a new desire, excite a new motive, inflame a new aspiration, and each of these shall beget in endless generation, kindred emotions, until the one original little thought shall have so multiplied itself as to pervade and leaven the whole character,— till it shall have become an integral part of the being. And thus bearing about through life the indelible impress it at first received, it will, it must communicate thereof to others' minds, and they in their turn to others and to others in an ever-widening and ever-expanding sphere, until it shall have compassed the world and traversed all time. This is no idle fancy. Cæsar and Alexander are in a *real* measure responsible for the bloody career of a Napoleon; and a Washington shall animate to patriotic thought and patriotic deed so long as one generous impulse resides in the human heart.

Thus does the teacher reproduce himself perpetually. Our influence can never die. These bodies shall go to their graves and be forgotten. But that which through life has been radiating from our spirit, shall be ever living and ever busy. And if we are faithful and true, it shall be a part of our future delight, with the acute vision of the redeemed, actually to *perceive* those impulses which have had their parentage in our own hearts, become our faithful ministers, perpetuating our character, going to and fro among men, restraining the reckless, whispering courage to fainting virtue, inspiring a love for the good and true, animating to lofty purpose, and guiding the nobler yearnings of the spirit upward, heavenward. Thus a single word kindly and fitly spoken may foster a holy principle, which in its endless succession of saving influence, shall garner into eternity a golden harvest of good fruits and rich rewards, that shall abundantly repay the labors of a life.

With faith, with faith, then, behold the recompense of your present toils, when with this vast retinue of results you appear before your Judge, with happy confidence exclaiming, "Here, Lord, am I, and those whom thou hast given me." Then, and not till then, shall we receive final and complete compensation. Yet even here do we receive rich reward, as those who have been moulding their minds under our guidance go forth from us bearing our image, to do the great battles of life, and we discern the results of our school-room toils in their conduct and successes. Wherefore in the midst of vexation of spirit, of weariness of soul *and flesh*, disheartened by the *appearance* of unproductive and

unrequited devotion, take courage, have faith. Your wages *shall come*. You are daily making investments, which shall yield increase either of good or ill. This God himself has made infallible by the very constitution of mind. So sure as influence is sown, so sure shall it return to thee again with its vast harvest of results, having faithfully fulfilled its mission to ten thousand hearts, ministering of good or ill. Wherefore, fellow teacher, in patience and in faith, "*learn to labor and to wait.*"

A WORD FITLY SPOKEN, HOW GOOD IS IT!

"LITTLE things" make up the sum of human existence. In the natural world, objects, animate and inanimate, are composed of particles. Innumerable shining sands form the barrier against which old Ocean loves to fret. Crystal drops compose the vast extent of water which covers nearly three-fourths of our globe. The "blessed light," which cheers us day by day, may be separated into an infinite number of rays, each blending with its neighbor while faithfully performing its work. And the rich odors, so greatful to the senses, which float in our atmosphere, are actually tiny atoms, escaping from the dewy petals of the rose or lily, which blossoms at our feet. Meet emblems are those odors, floating round us all unseen, of the influence of "fitly spoken" words.

Words are among the "little things" which determine our influence for good or ill.

Speak they of sympathy, or encouragement, or reproof, if so be they are spoken kindly, they are like "apples of gold, in pictures of silver."

And no class has the privilege or opportunity of distributing so largely these small but precious coins, as the teacher. True, many are the words of counsel and instruction that fall from a parent's lip. But they are confined chiefly to those of his own household. The faithful pastor, as he kindly cares for all his flock, passes not by the lowliest, even without some "fitly spoken" word, which may, perchance, sink deeply in the youthful heart, there taking root, to bring forth fruit, long perhaps after he who planted the good seed shall have passed away. But his intercourse is limited, while the teacher meets daily with his band. And daily is his own character partially recreated in each one of his number, through the medium of his words. It is his to prune and fashion the slender sapling, which shall hereafter become the mighty oak. To his keeping is given the gold, while molten, and he may mould it in what form soever he pleaseth. To him is entrusted the fertile soil of deathless intellect, and whether the seeds there scattered shall produce flowers that will cheer and bless with their life-giving fragrance,

or blast and destroy with their poisonous breath, depends very much on him.

Would you have influence with those who look to you for guidance and instruction? bear with you the law of kindness. Would you command their respect? let your words, though they inflict *pain* for the time, drop kindly from your lips. Would you lead them all in her ways, whose paths are pleasantness and peace? labor constantly, earnestly, *kindly*. The child has his troubles, as well as the man, and they are as hard for him to bear. Therefore he needs words of sympathy. Let him have them,—let him have them too from his teacher. And let that teacher remember, he has done no vain thing, for he has made a human being happier, and perchance saved him the "loss of a day." For it is the wonderful virtue of sympathy to lessen grief, and the troubled spirit soothed, will rouse again its energies, and toil on as before.

The youthful heart, too, however hopeful, will sometimes be depressed, discouraged.

Then a single word, if it be "fitly spoken" by a loved teacher, will, like the magician's wand, work wonders. And when the word of reproof is needed, let not the faithful teacher shrink from duty, but rebuke, exhort, entreat, with all patience, and he shall win the reward of his well-doing.

Lawrence. MARY.

"ONWARD IS THY PATH,
UPWARD IS THY HOME."

ONWARD, onward, is thy pathway,
Pause ye not in life's career;
Think, and speak, and act, with heart-strength,
Never falter, never fear.

Be ye sure the right is chosen,
Be ye sure thy path is true;
Let the "still, small voice" commend thee,
Onward, then, and dare, and do.

Shout for virtue! Twine her flowers
'Round the sunny brow of youth;
Urge them onward in the pathway,
Lighted by the star of Truth.

Shout for justice! Let the baseness
Of the oppressor's heart be known;
Teach the injured one, that vengeance
Resteth with his God alone.

"Peace on earth, good will to nations;"
Publish this in every clime,
Every year, and day, and moment,
Onward, to the end of time.

Then, when all thy days are ended,
When thy last heart-throb is given,
When the grave thy form receiveth,
Upward! then, and *rest* in heaven.

Lawrence. ANNA.

OLD METHODS AND NEW ONES.

Sempora mutendur et nos mutamus cum illis.

THERE is danger in the adoption of so many new ideas of teaching, that we may neglect many good customs, well tried and tested, but crowded out of notice by the bustle of innovation. Among these is the use of the Sum-book, now discarded, but very useful in forming a good clerk—teaching him to write figures and arrange them neatly; giving an interest to the calculation on the slate, that it be correct as about to be registered and dignified with a place in a book. The arguments on the other side are, that it will offer an inducement to idleness; be too much help in review, and take too much time. As to the first, it may be said the moral sense of a school should be a bar to that; and also of the second, that we must ever be putting boys upon their honor. The third reason falls to the ground, when it is considered that pupils write very little with any object beyond writing. Most copies are written to be of no value and with no object. Here *is* one. It is truly surprising how well boys will write, and compose too, who are engaged in any real occasion of writing; a letter to father for some money, or to mother for some cake and *goodies* to cheer the pangs of absence from home.

In learning Latin is there any way better than that pursued at the Latin School in Boston, under Master Gould? Does any grammar supersede his? Digging was the word then. The pupil was cast loose with dictionary and grammar, to find his way, to dig out the sense of his author.

Take Columbus sailing into new seas where he knew there must be land; he finds at last the plan of the language, with something of the zest of discovery, and if he conquers the tongue, with something of the joy of conquest. He finds out a philosophy of language by feeling his way from fact to fact, as the observer of nature deduces plan in her operations from repeated evidences of design.

Another old method was, introducing into our schools rewards and punishments. What a difficult question is here! If our schools were made up of American youth, there could be but one reply to the question whether the ferule be laid aside entirely; but our schools are filled up with foreign children, brought up under a religion of fear, accustomed at home to motives of fear. Let the wise decide this question,—what teachers ought to do. Dr. Arnold, of Rugby School, thought bad boys ought to be removed from the school-room. But we cannot afford to do this: we want to make bad boys, good; for this our schools are established.

We cannot have select schools for good boys, and leave the

idle and disobedient to the street. Before we do this last hopeless act, after everything else has been tried, let Solomon's rule be applied, and *perhaps*, I say, in laying on the rod we may save the child.

One of the best schools in a certain elongated part of Massachusetts ever taught,—if we may judge a tree by its fruits, and of a school by the gratitude of the pupils in mature life,—was kept by an old man, very kind, but very despotic and impartial. He took his pay in work from the boys when they could not pay money, and received all applicants who desired his instruction. "Boys," he would say, "you must not throw stones, nor lie; get your lessons, and study to be kind to every living thing." If his rules were broken, he used the rod freely. He taught many a shipmaster navigation, and lately made safe harbor, we trust, in heaven, following the star of truth for a long life.

B.

Resident Editors' Table.

Resident Editors. { JOSHUA BATES, JR. | WILLIAM D. SWAN, } of Boston.
{ J. D. PHILBRICK, | GIDEON F. THAYER, }

OUR JOURNAL.

THIS publication does not owe its birth to accident or chance, or to individual enterprise. It had its origin in the need which teachers felt, of a *Teacher's* Journal, one which should record the thoughts and experience of practical teachers. To build up the profession, and to carry forward the cause of education, it was felt that something was needed of a different description from most of the matter which comes before the public, on the subject of education. The Massachusetts Teacher was designed to supply this want.

The steady increase of its subscription list is an encouraging fact, and seems to promise permanency and success. Calls for complete sets are coming in from other States, as well as from our own. The question of its continuance seems to be no longer doubtful. But the question now is, how can it be improved so that it may meet the wants of the greatest number, and more fully accomplish the object for which it was designed? This question the Editors and Publisher are earnestly trying to solve. They hope to make it a publication acceptable and useful to all classes of instructors, and to all the friends of education. It is their design to mingle in its pages the discussion of elevated themes, adapted to the study of the reflecting and philosophic mind, with directions for the elementary steps in commencing the work of school-keeping. They will aim to lay before their

readers the most important improvements in the means and methods of instruction, and to give brief notices of the principal publications on the subject of education. In a word, they intend to spare no pains to render it a journal worthy of Massachusetts, and worthy of the cause it professes to advocate, and any suggestions or contributions from any quarter, calculated to promote the accomplishment of this object, will be gratefully received.

J. D. P.

TRUANCY.

We publish, with great pleasure, the subjoined Statute and Ordinance concerning truants and absentees from school. We believe these enactments to be wise and salutary. So far as this law is a departure from the beaten track of criminal legislation, it is a departure in the right direction. There is nothing in it to disturb the most conservative. It is eminently a preventive provision, and in that its wisdom and safety consists. It is calculated to nip vice in the bud, and to stay the flood of crime by cutting off its tributaries. Our jails and penitentiaries are seldom recruited from those who have attended a good school during the legal term. This law, if well administered, will secure the attendance of many whom no power hitherto exercised has been able to keep within the walls of the school-room. Since its adoption in Boston, many who were not attending school have come in and begun a new career. Its adoption in Roxbury has produced similar results there. J. D. P.

The Act of the Legislature of Massachusetts, empowering cities and towns to make provisions concerning truants, approved, April 4, 1850.

1. Each of the several cities and towns in this commonwealth is authorized and empowered to make all needful provisions and arrangements concerning habitual truants, and children not attending school, without any regular and lawful occupation, growing up in ignorance, between the ages of six and fifteen years; and, also, all such ordinances and by-laws, respecting such children, as shall be deemed most conducive to their welfare, and the good order of such city or town; and there shall be annexed to such ordinances, suitable penalties, not exceeding, for any one breach, a fine of twenty dollars: *provided*, that said ordinances and by-laws shall be approved by the court of common pleas for the county, and shall not be repugnant to the laws of the commonwealth.

2. The several cities and towns availing themselves of the

provisions of this act, shall appoint, at the annual meetings of said town, or annually by the mayor and aldermen of said cities, three or more persons, who alone shall be authorized to make the complaints, in every case of violation of said ordinances or by-laws, to the justice of the peace, or other judicial officer, who, by said ordinances, shall have jurisdiction in the matter, which persons, thus appointed, shall alone have authority to carry into execution the judgments of said justices of the peace, or other judicial officer.

3. The said justices of the peace, or other judicial officers, shall, in all cases, at their discretion, in place of the fine aforesaid, be authorized to order children, proved before them to be growing up in truancy, and without the benefit of the education provided for them by law, to be placed, for such periods of time as they may judge expedient, in such institution of instruction, or house of reformation, or other suitable situation, as may be assigned or provided for the purpose, under the authority conveyed by the first section, in each city or town availing itself of the powers herein granted.

ORDINANCE of the City of Boston concerning truant children and absentees from school, passed October 21, 1850. This ordinance was presented to the court of common pleas for the County of Suffolk, at the October term, 1850, and was approved by the court.

SECT. 1. The city of Boston hereby adopts the two hundred and ninety-fourth chapter of the laws of the commonwealth for the year one thousand eight hundred and fifty, entitled, "an act concerning truant children and absentees from school," and avails itself of the provisions of the same.

SECT. 2. Any of the persons described in the first section of said act, upon conviction of any offence therein described, shall be punished by fine not exceeding twenty dollars; and the senior justice, by appointment of the police court, shall have jurisdiction of the offences set forth in said act.

SECT. 3. The house for the employment and reformation of juvenile offenders is hereby assigned and provided as the institution of instruction, house of reformation, or suitable situation, mentioned in the third section of said act.

DEDICATION OF NEW SCHOOL-HOUSES.

THE erection of a good school-house is, for the community where it is located, an important event, and one which deserves to be marked by dedicatory services. Such occasions bring out many to hear the interests of education advocated, who can be

reached by no other means. Every new school-house, however humble, should be dedicated to the uses of education by appropriate ceremonies, before the key is passed over to the teacher. We are pleased to transfer to our pages the following notices of dedications. The people of Barnstable may well be proud of one of their school-houses. We refer to the one occupied by the Grammar School, in the village of Hyannis. For convenience, elegance, and economy, it surpasses all others we have seen. It is a model house for a village. It will accommodate 250 pupils, and cost $5,000. J. D. P.

Dedication of a new School-House in Barnstable.— The new school-house recently erected at Marston's Mills, was dedicated on Monday afternoon, 2d December. The services were as follows: — Prayer by the Rev. Mr. Wakefield, of Osterville; an original hymn was then sung, and a very able and instructive address delivered by Mr. Freeman N. Blake, Principal of the Barnstable Academy; after which, appropriate remarks were made by Messrs. Wakefield, N. Hinckley, Esq., and Dr. Allen. The day was fine, and the exercises passed off very pleasantly to the large number of parents and friends present. The house is a very commodious one. The health and convenience of the scholars appear to have been consulted in its erection, and we hope the scholars will improve their advantages and make rapid progress in their studies.

In erecting this house after the approved models of the present day, and in consecrating it to learning and virtue, the citizens of that village have acted wisely and with commendable forethought for the good of coming generations; and it is hoped that the example will be speedily followed in other portions of the town and Cape, where the school-houses are in an unfit condition for the reception of pupils.—*Barnstable Patriot.*

Dedication of High School-House in Lynn.— Rev. C. C. Shackford, in behalf of the building committee, placed the key of the building in the hands of the Chairman of the School Committee. The following paragraphs are extracted from his address on the occasion: —

"The building has been erected at a cost of about $8,000, after designs and specifications furnished by Mr. Bryant, architect, of Boston. The work has been done, according to contract, and in the most thorough and faithful manner, by Messrs. Tewksbury & Caldwell, of this city. The Committee did not feel authorized to expend anything for superfluous ornament, but sought to erect a plain, convenient, neat, substantial building, which for many years would be adequate for the growing wants of the place.

"The entrances are on opposite sides; the eastern for females, and the western for males. In the basement are a large cistern, and two furnaces of the most approved pattern, adequate for warming every part of the building. Immediately opening from the entry, on the opposite sides, are two dressing-rooms, furnished with ranges of hooks, umbrella-stands, sinks, and pumps. In the same story are two recitation-rooms, twenty-two by twenty-five feet. By a staircase, five feet in width, you reach the hall, about forty-six feet long, forty-five broad, and sixteen in height. Opening out of it, immediately behind the teacher's platform, are two rooms, intended for private rooms of the teachers, and in which are deposited the library and apparatus. The building has an observatory, is covered with slate, and has copper gutters. It is adequately provided with ventilating flues, connected at the roof with two patent ejectors, sufficient, it is believed, to keep each part well supplied with pure and wholesome air. The recitation rooms are provided with settees, and the main hall with Wales's patent desks and chairs.

"The main room is seated with desks for one hundred and twenty scholars, which it was thought would be enough for several years to come. If necessary, fifty additional seats can be placed upon the floor. The School Committee of the last year prepared a three years' course of study, supposing that about forty scholars each year would be advanced from the grammar schools, which would take from these schools an average of eight pupils each year. These would be separated from smaller scholars, and would enjoy the exclusive care and instruction of competent teachers. In these commodious rooms, free from the noise and bustle of a large school composed of younger children, they can prepare themselves, by the study of the higher branches of a mathematical and classical education, for the duties and struggles of manly life."

"Take this house and consecrate it as the temple of learning. May it be a place where order and science, and the amenities of life shall be held dear. May it be held as a sacred trust for those youthful spirits who in coming years shall pass its threshold, and spend so many months of the fresh and ardent years of youth under its roof. Its walls may be laid, by time, even with the ground; but the minds and hearts here blessed by influences of good, and by the light of truth, shall shine like the stars, forever and ever."

THE

MASSACHUSETTS TEACHER.

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MORAL TRAINING.

"Is it well with thy child?"

Our nature is several fold. We have bodies as well as spirits. The outward frame must be cared for as well as the invisible tenant that inhabits and animates it. The good teacher will look to this; he will at least feel anxious that the bodily nature is cared for and governed in accordance with the laws of life and health.

A still higher duty he owes to the intellect of his pupil. That must be trained; what is found in weakness must be raised in power; every day it should be subjected to a vigorous exercise; the pupil must be taught to think, to analyze, to reason; we are not to be satisfied with simply *inculcating* truth, as it were, by outward pressure and talking to pupils, and with making them repeat, or reply to questions; this is little better than child's play, and it is more unworthy of the teacher than of the taught, for he is older and should know better than they. Our claim to consideration as teachers lies in our ability to create an *internal activity* and warmth while the truth is presented. Let us remember that we are to invigorate our pupils intellectually, and make them more vigorous thinkers.

But, Teacher, we have another duty to perform; our pupils have souls as well as intellects. We are to lead them down from the hills of pleasure to the arena of mental conflict; but if I mistake not, we are also to take them by the hand and seek to lead them down by

"Siloa's brook that flowed
Fast by the oracle of God."

In a word, we are always to remember that over the pupils of our adoption we have, almost by the necessity of the case, acquired great influence, and are bound to employ that influ-

ence so as to promote their best interest. But as their best interest is involved mainly, not in a healthy frame, or a well-disciplined mind, but in a heart right before God, we are certainly to employ every attraction to win them early to His service.

This is one of the great pleasures of teaching; it affords such rare opportunities for approaching the heart, and winning it, while yet tender, to the fold of Him whose kindest invitations are to the lambs of his flock. If we are conscious that we ourselves are yet wanderers from the fold of the Good Shepherd, alas for us! and alas for our influence over the members of our school! and hard will it be for us to justify our neglect on that great day for which all other days were made. But if otherwise with us, do we realize as we ought how rich are our opportunities for doing good? Do we make it a part of every day's care to speak to the little company of disciples before us of heavenly things, and of the necessity of a preparation here for happiness hereafter? Or do we esteem it a duty to mark every day with one kind, earnest, *personal* appeal to the thoughtlessness of childhood, to remember now the Creator in the days of youth? Whatever be our own private views, if we acknowledge the truth of the Scriptures, and the necessity of preparation for the world to come, our obligation to do this for our pupils is obvious; but this appeal may, perhaps, with most propriety, be made to those who look upon themselves as already disciples of the Great Teacher. Shall we not, then, in all our teaching, have more reference to the world to come, and not do all for earth, but something for heaven?

If the question were proposed as in the sentiment of the Hebrew prophet, Is it *well* with the child? several considerations must be weighed before we could unhesitatingly reply. Be it of future senators, or kings even, it would be rash for the kind teacher to reply in the affirmative, if they had not yet begun to rest upon Him, who is at once our Advocate and Support. It is a wise suggestion of the ancients, that it is not safe to call any man happy till the day of his death. There are many counter currents and cross winds on the sea of life; and we cannot tell whether the barks which we are now launching upon the deep, will drift safely to a quiet haven at last, or not.

We certainly know that if our pupils rise to eminence, and even sit on thrones here, but fail of seats in Paradise hereafter, it cannot in any sense be "well" with them.

Under the pressure of this consideration we ask you, Fellow Teachers, to labor. It may oppress you at times; but the thought that under God you may be the means of implanting principles of right, and conferring on your pupils more than worldly sceptres and crowns, will also animate you. Let these thoughts cheer you as you go to your daily task; let them ani-

mate you in your hours of despondency, and above all, let them prompt you to faithfulness in Christian duty, and make you "speak to that young man" of those higher interests which he has in his care and keeping. And when you commend the cares and responsibilities and successes of your business to the Source of Perfect Wisdom, oh! never forget that there is no favor you can ask for your pupils so valuable, none that the Author of Mercy is so willing to bestow, as "redemption through his Son."

Your opportunities of usefulness are better than those of most men. The minister of the Gospel enjoys no better; he sheds his influence on a larger field, but it is not so direct; he cannot approach so near to those he would benefit.

The parent occupies, perhaps, in some respects, a more favored position; but his field of peculiar influence is only in the circle lighted and warmed by his own fire. But every day there come thronging up to your desk groups of young inquirers, with minds ready for the seal; they seem to ask that your influence may fall upon their expanding characters as the holy water of baptism falls upon the infant face, with a blessing and a prayer. They are ready to be directed by you; they are precious jewels put into your hands to be cut and polished in shapes of wondrous beauty. They wait your directing hand, your "modifying clauses," ere they go forth into the storm and battle of life and make a solemn and decisive throw in the game of destiny. They are before you to be fashioned for time and for eternity.

Then too as the sun finds successive meridians and districts of frosty and dark earth passing beneath him to be lighted and warmed by his smile, so you in most stations of labor find successive groups of learners passing under your influence, on all of whom you can shed your light, and impress your character, and carve images of beauty, that neither the stormy waters of life, or the waves of the River of Death can efface. Is not your opportunity for doing good then a rich one?

And never say, O Teacher! that the untoward influences of society are so many, and the unfaithfulness of parents so great, and your pupils are so short a time under your care, that you can do nothing. You can do much; if you were a thousand times less potent than you are, you could do wonders. A little unseen rill creeping along through the grass will make a green strip of velvet wherever it goes. The far off stars, whose light has to travel long thousands of years and across a multitude of adverse currents to reach us, every evening help light the laborer from his field of toil to his couch of repose. These emblems teach us how much we can do for learning, for virtue, for religion, if we exert a correct and *steady* influence, and seek to

shine like lights in the world. We desire not better praise than that of the Hebrew woman of old: "She hath done what she could." Are *you* doing what you can in behalf of a correct Moral Training of the thousands of pupils in our schools?

And do not say either that the laws prohibit doctrinal instruction, and any collision of the sects on this ground, and therefore excuse yourself from doing anything. The laws never prohibit your making good Christians of all your pupils. If you lived under a race of tyrants, they would never object to your making good sisters and brothers and parents and citizens of every scholar in the Commonwealth. And if they did, we would not heed it; we would still seek to fit all our flock for seats in the kingdom of heaven, and then adjourn the little meeting to the general assembly of apostles and prophets and martyrs on high, though it be through threats and faggots and blood! But so far from prohibiting influence of this kind, there is no district but would esteem more highly the teacher who should be meekly faithful in this matter. Go tell your pupils, then, of their ruin by the fall, of their need of a Saviour, and of the necessity of making preparation now for the scenes of the future, and we have no fear of a war of the sects, or a collision with the laws in consequence, for these are common articles of faith; the most liberal interpreter of the Sacred Word admits them, all but the infidel hold to them.

We dictate not to what creed, or sect, or church you may belong; but we dare say that he that cares not for the soul as well as the intellect of his pupil, is not fit in the highest sense for this work. Could you coin the very diamonds of the earth for your currency, and barter in thrones and sceptres and crowns, and write down the everlasting stars in the inventory of your estate, you would not converse with such solemn and imposing relations as now encompass your every day's toils and trials and success. Eternal intellects are stronger for bliss or woe at the close of every hour of faithful toil.

Linked then with such relations, encompassed with such solemn responsibilities, shall we forget the high tenor of our commission, and do all for earth and nothing for heaven? all for time and nothing for eternity? all for discipline and nothing for virtue? Oh no! Traitors we must be to our calling, or we shall often remember that our pupils have not only intellects that need to be disciplined, but hearts that must be washed in atoning blood, and sanctified by grace divine, or they can never walk in Paradise, and bathe in its

"Seas of heavenly rest."

"My desk is illustrated with *cuts*," said the boy.

RECITATION OF POETRY.

THE subject of reading is frequently alluded to. The object in the exercise of reading is to teach the pupil to express the ideas of others, as he finds them on the printed page, in an easy and natural way, as if they were the offspring of his own mind. That this is difficult all know. That it is more difficult to teach pupils to read poetical exercises with propriety, is equally plain. The laws of rhythm seem to be more binding than the necessity of expressing the true sense. The young pupil seems never to have learned that the *living sense* must be conveyed, let the claims of poetry be satisfied or not. Hence to overcome this difficulty and make good readers of poetry, is more difficult than of prose. Consequently, we hazard little in saying that if one has learned to read poetry well, he will also read prose well.

So of the recitation of poetry. Hence the thought has occurred to us (and has been often put in practice in our teaching,) that there is hardly a more efficient way of training pupils to read well, than to train them to habits of ease and elegance in the exercise mentioned at the head of this article.

This exercise has many advantages that highly commend it. It is a valuable aid in acquiring the art of reading, which, as one says, is the most difficult of scholastic attainments. But this is not all; it gives flexibility to the voice, and cultivates the power of expression, among us sadly neglected. The teacher, in the prosecution of his work, finds among his pupils many voices that cannot easily convey a tender sentiment in a reading exercise, any more than parched membranes and metallic pipes can imitate the human voice and join in ordinary conversation. To make such a one recite a poetic strain like these lines of Moore,

> "Those evening bells, those evening bells;
> How many a tale their music tells!"

or the well known words of Mrs. Hemans,

> "The breaking waves dashed high
> On a stern and rock-bound coast,"

would be almost as much a caricature of the sense as to make an animal breathe through a flute, with his huge feet on the windholes. The reason seems to be that the soul is not easily moved by tender sentiments expressed in the language of others; and as there is no emotion within, there can be expected no tremulous, tender expression without. Now the teacher will see that the pupil perceives the force and sentiment of what he recites, and that done, the voice will ere long betray emotion, and rise and fall with the sentiment, as the waters of a brook correspond to the ebb and flow of an intermittent spring.

And still further, as has been already intimated, this exercise *improves literary taste.* If one must read works of fiction, it is no small favor to be able to appreciate the difference between the pages of Sir Walter Scott and the common trash of these days. In other words, it is no small favor to have a good literary taste. This possession is as rare as it is valuable. Hence pirate stories, and tales of bloody murder, and the stuffing of newspaper corners, furnish the agreeable and appropriate food of the great mass of corrupt readers. The number of those who can sit down and read and enjoy a volume of prose and poetry, with no pictures, no elegant binding, nothing but its pure literary excellence to commend it, is hardly larger than the number of those who in the days of the prophet had not bowed the knee to Baal. With most readers the cover makes more difference than the contents.

It is a part of the teacher's work to inspire this literary taste of which we speak. To discipline the intellect, to invigorate the memory, to fill the mind with knowledge, all teachers acknowledge to be a part of their work. It is hardly less important for us, as the intellectual guides of the pupil, to open windows in the soul through which he can in after life look out and see all beautiful things in the great field of nature and in the world of literature. If the teacher has no literary taste, alas for him and for his pupils! if he has, the school should be made to feel it like a "presence." In the explanation of Scripture, in the reading of occasional pieces to the school, in the joy that makes the "master's" face almost shine, as he comes in from the visible glory of a summer's morning to the quiet labor of the school-room, all should be made to feel that "Master Pemberton" is a man of refined taste.

The habit of frequently committing portions of what is excellent as poetical composition, will, more than most exercises, foster this trait, of which we are now speaking; it will diffuse a charming air over the ordinary proceedings of the school-room. The more frequently the names of Thomson and Cowper and Scott and Bryant and Longfellow, and the kindred poets are mentioned within our walls, the better; for it is to be hoped that the mention of such names, and the recitation of their strains, almost divine, will act as an amulet "to bless the doors from harm," and protect future manhood from the temptation to low vice and mean and brutal enjoyments. To direct in such an exercise the teacher himself must needs have read much. From every consideration we infer that one of our profession should be a man of varied and extensive acquirements. He should be familiar, at least, with popular science and with good literature, and have read

"The book of nature not in vain."

We may still further add, that this exercise will strengthen the memory. It is by no means a fault of modern methods of instruction that they cultivate the memory too much. So far as mental improvement is concerned, a few things well learned are better than many things poorly learned; we believe that the same is true of the memory; subjecting it to the task of holding a passage *faithful to the letter*, is far better than filling it so full of science and rules and trash, that it both overflows and bursts out, and forgets more than it retains. A little food well digested, is better than any repletion even of the richest diet. There are many poor memories now-a-days, and we believe that the modern process of training has much to do with it. We have many pupils who, when they are required to commit even a few verses of Scripture, word for word for a Sabbath school lesson, find it a hard task; their memories "go into bankruptcy" as soon as they attempt it. We suggest that it is the teacher's duty to attend to this faculty also; and we do not think that it will be otherwise than serviceable, if he encourages his flock at times to commit some light tasks to memory *verbatim et literatim*. Poetry is suitable for this.

Then, teacher, let the pupils of your care be in the habit of frequently reciting selections of poetry from the worthies of English and American literature. There is a galaxy of uninspired names here such as the world never saw elsewhere. The sooner the child is taught to lift his eye and drink in light from these sources, the better for him and the world. This exercise will do all that is here promised. It will fill up many a spare interval of time, otherwise little improved. It will be the means of gradually accumulating a rich treasure of noble thoughts, nobly expressed. These, stored up and oft repeated, will have an elevating effect upon the mind; in some sense it will be "changed into the same image;" it will be perfumed with the odor of these good things, as ships that carry spices retain the smell of them ever after. It will endear the pupil to the schoolroom, to his work, and to you.

Now let it be some pious hymn, in which the devotional thoughts of good people are wont to rise to God; as,

"Whilst thee I seek, Protecting Power."

Now let it be some lines of purely literary composition; as these lines of Scott:

"The mountain shadows on her breast
Were neither broken nor at rest;
In bright uncertainty they lie,
Like future joys to fancy's eye; &c., &c."

We should not forget the old Masters of song in these exercises; the nearer the fountain, the cooler the stream.

And oh! how charming, if the whole company of pupils will blend their voices in one strain, hardly less animating than song, and repeat a hymn, or noble extract from some ancient poet. What a fitting close for a day of intellectual toil! How the sweet influence of such an exercise will cheer the hours of labor, and make what is now only tiresome, long remembered as a source of precious delight.

THE TEACHER'S ENCOURAGEMENTS.

"Delightful task! to rear the tender thought."

If we are true to our calling we shall not be successless. In other callings we may fail. Is wealth our aim? we may have poverty. Is political promotion our desire? we may have disgrace. And even if our work is the noble one of elevating men morally, we may fail in given instances, or fail entirely, for want of coöperation from on high.

But with the ordinary blessing of Heaven, we shall not fail here. Light does not follow the presence of the sun more certainly than intellectual strength follows intellectual exercise. Can we persuade our pupils to think to-day, to reason, to analyze, even for a few moments? then we may be sure that to-night they will be mentally stronger men, and that with perseverance, in all intellectual things,

"Each to-morrow
Find them farther than to-day."

Whether or not they will be promoted morally, while we seek to promote them intellectually, alas! we cannot tell; but our appropriate and especial work is to elevate the mind, while the moral teacher seeks, under God, to amend the heart. How far we shall combine the two, and perform the work of the preacher as well as the teacher for our pupils, of course depends entirely on individual judgment. Though we certainly think that, if our hearts have been lighted and warmed by grace divine, we shall often remember, and act under the impression, that our pupils, to be perfect men, must not only have intellects disciplined, but hearts sanctified.

Still let us remind you, teacher, that to succeed we must remember and adhere to our peculiar work; and let us say to you plainly, that with our ordinary advantages for acquiring control over our pupils, if we do not make them mentally stronger, *the fault is our own.*

And how pleasant, as we lie down on the couch of well-earned repose at night, to think, not that we have ministered to worthless appetite merely, or turned the dull clod, or bartered

in raiment and meats and drink; but that eternal intellects are stronger for our ministry that day.

Again, if faithful, we are sure of the ultimate respect and gratitude of our pupils and of community. It is a noble sentiment of the poet,

"Act well your part, there all the honor lies."

Does any teacher despond, therefore, in the midst of the many difficulties that surround, and the apparent ingratitude of community? let him never despond; let him labor with willing heart and strong hands, and still lay the foundation of future growth; let him cherish no views derogatory to the dignity of his calling; let him not cringe for respect; but having cultivated for himself high worthiness, in the name of God and Truth demand it! With all allowance for the ingratitude of our race, still generally as is the greatness of the obligation conferred, so is the sincerity of the gratitude. And as it is a greater favor to have a well-disciplined mind than a great fortune, so he who has long stood like a priest in white garments by the altars of knowledge, is not only worthy of more respect, but will be looked upon with more respect than one who has lived in rich and inglorious ease, or in some craft ministered to the wants or pride of men.

We can conceive of a debt as being liquidated either by a "valuable consideration," or by the expression of thanks and a lively gratitude. As we are beings encompassed with appetites, and have bodies that must be fed and clothed, we seldom resist the former; but when we need a thought to sustain us under toil, and cheer our hours of gloom, and make us, while we suffer, be strong, we think far more highly of the last; and we are bold to say, that the reputation that the faithful and successful teacher acquires by his wearisome labors, seems to us worth more than that of almost any other man. We had in our younger days some teachers who secured our sincere respect. They enlarged the domain of reason, while others merely stretched the precincts of memory; and you will not wonder, dear reader, that we have followed them ever since,

"With childlike, credulous affection."

And we have often thought that the assurance that our pupils would hereafter remember us with the same affection and respect, would do more towards repaying us for these months of toil than patents of nobility and crowns of gold. Says one of the authors of "The School and the School Master," * Few men in their old age are looked upon with such reverential regard as

* G. B. Emerson, Esq., of Boston.

faithful and intelligent teachers. I often converse with a gray-haired man who had the good fortune to receive, when quite a child, instruction from a man of learning and polished manners and noble character; and though he has been much in society, and seen familiarly all the most distinguished men of his day, he still looks upon good Master Pemberton as the model of an accomplished scholar and a finished gentleman; and there is no one whom he holds in higher respect than he cherishes for the memory of this venerable man. Would not such a remembrance be a higher and more enduring reward than the remembrance of popular favor?

But the true sequel of all our teaching is the life to come. Said an ancient artist, when asked how he could bestow such untiring labor on a block of mere marble, "I labor for eternity." Does any one ask the teacher how he can labor on with patience amid so many difficulties? He may reply with more truth than did that noble artist, "I labor for eternity." Mounds of earth and monuments of marble will all pass away; but impressions made upon the deathless spirit, like scars upon the oak, become a part of itself, and abide forever. True, we now live in a system of things, when the gross and material greatly preponderate, and all our impressions of the purely beautiful and intellectual must come into our spirits as it were by stealth, through barred windows and bolted doors. But oh! how soon this material will drop off, like the Roman soldier's heavy armor from his weary limbs at night. Then the mind, the man, will step forth purely intellectual, mentally alive in every part; then the impressions of truth made here will spring up like seeds sown in autumn, and blossom, blossom, but never die.

You may so teach, O ye ministers of learning, that your impressions will all vanish like the visions of the night; but remember that you may so discipline the pupils of your care, that, if God shall grant them "redemption through his Son," they shall, in consequence of your instructions, reach

"higher degrees in bliss,"

and sweep with stronger wing through the waves of light that roll over their future home. Those are narrow views of life that do not connect the present with the eternal future; and those are narrow views of teaching that watch for all its fruits beneath an earthly sky.

With such considerations, then, to encourage us, we need not despond. Every day's care and toil take hold on all the honor and success of life, and of the everlasting future. Then, Fellow Teachers, let us honor our profession. "My soul doth magnify mine office," is the not inappropriate expression of every devoted teacher. His employment furnishes sufficiently "the meat that perisheth." It ensures respect here, and all

along scatters seed, which will, as we believe, with God's blessing, whiten to a harvest on the plains of light and immortality hereafter.

"What though thou gain nor wealth nor praise?
Be this thy fortune now,
To quicken thought, a mind to raise,
And more than monarch thou!

Take courage, then, and work and wait!
On this dear thought depend!
'Our just reward may fail till late,
But yet 't will crown the end!'"

MUTUAL EXERCISES.

It is a remark of an experienced teacher in another State, that no day should be allowed to pass without seeking to make the pulse of the whole school beat in unison. This remark seems founded in reason. No teacher can put it in practice without perceiving the force and propriety of it. Such exercises tend to create a general interest in the affairs of the school-room. They create a love for the school, for the fellow pupil, for the teacher. They appeal to the strong feeling of sympathy in our nature. It is natural for us to enter with interest into what we do in concert with the many. Be it a religious service, it is a common remark that a full meeting is a good one; be it a parade day, the sight of a great throng will animate most men, and kindle the flame of glowing interest in what would soon tire, if viewed only by a few; be it a *mob* even, the dictates of reason, and the voice of conscience, and the sense of right, frequently will all be hushed by the voice of the many, and the most timid will unresistingly follow "a multitude to do evil."

The teacher will wisely avail himself of this principle, and as often as he can, make the voice of the whole school rise in concert in the strains of music, in the mutual reading of the sacred word, or of some secular lesson, or in some exercise prepared expressly for this purpose. As already remarked, no day should be allowed to pass without some exercise of this kind. Some teachers are fond of a mutual exercise as one method of teaching *reading;* but this seems to be as much recommended by the show and sound as by its utility. A few prominent voices will usually take the responsibility of leading from all the rest, and so, while the larger portion of the school are saved from the necessity of making much exertion, they make but little more progress in the art of reading than wire figures in the art of walking. But there may be a difference of opinion on this

point. No person, however, can doubt the propriety of this exercise occasionally, as a method of making the great arteries of feeling in the school-room throb in unison.

We have witnessed the animating effect of this exercise upon the closing day of a term, when the room was filled with a dense and weary audience; the sense of relief was very perceptible, as with a low and sweet harmony of voices, the female portion of the school repeated some sweet hymn; or while, as with one voice, the pupils united in this simple exercise: *The decimal expression for one-half is five-tenths; the decimal for one-third is three hundred and thirty-three thousandths and a remainder; the decimal for two-thirds, &c.* It was like sweet music after a quarrel. And sometimes of a summer morning, when the sunbeams and the notes of birds and the fragrant wind have come in through the open windows to the school-room, and seemingly conspired to produce one delicious sensation, we remember having seen many of our pupils melted to tears by the recitation of these delightful words:

> "On Tabor's top the Saviour stands,
> His altered face resplendent shines," &c.

Here is abundant opportunity for the exercise of the ingenuity of the teacher. To-day let the whole company of pupils tell the wonders of the prism, and repeat the list of primary colors. To-morrow let them unite in saying (what may be new to many of them) that, *The 20th ult. or ultimo signifies the 20th of the last month; the 20th inst. or instant signifies the 20th of the present month; the 20th prox. or proximo signifies the 20th of the next month.* Now let them repeat a lesson learned of the book-maker; that, *When the sheets of paper are folded into two leaves, the book is called a folio; when the sheets, &c.* Again, the science of Astronomy will send down a leaf for our use, and let all the school read from it: *The members of the solar system are the sun, eight planets, twelve asteroids, twenty satellites,* and millions of comets. The names of the planets are, &c.* This interesting exercise may be extended by repeating the names of the asteroids, the distance of the several planets, and the number of satellites attending each. Then without any scalpel, or one drop of blood, Anatomy will dissect the human frame before us, and report that, *The whole number of bones in the human system is* 208; *these are divided into the bones of the head, the bones of the trunk, &c.* Geography will also send ina green and fragrant leaf, and suggest the names of the States of our Union. If the school consist of both sexes, let one repeat the state, while the other supplies the capital. This study af-

* The *eighth* satellite of Saturn has been recently discovered. Possibly Neptune has *two*; in which case the number is twenty-*one*.

fords a great variety, states, capitals, countries, rivers and the like.

There is scarcely any end to the variety which may be employed. It may now be the books of the Old Testament, and then of the New; now the American Presidents, then the usual form of a *promissory note;* now it may be the list of English Sovereigns, then again an *order* on John Smith! to-day it may be the succession of the Popes; to-morrow the bones in the foot, *the tarsus, the metatarsus, and the phalanges;* now the signs of addition, subtraction and the like; again the Signs of the Zodiac.

But teachers may inquire how they shall enable their pupils to acquaint themselves with these forms so as to repeat in concert; here it is not enough to know the *sense;* all must unite in the same form of words. We reply that many of these forms can be learned from books already in the school-room, as the books of the Bible, the zodiacal signs, and the like. For the rest, a piece of chalk upon the black-board will suffice. But it has been our practice to write off many of these forms upon large sheets of paper, with brush and paint (which any painter can furnish), and then suspend these sheets for a time upon the walls, making a very appropriate "paper-hanging" for a school-room. It would be very appropriate if we could have either books containing a great variety of these exercises, or large sheets with the same printed in mammoth type for the use of schools. If suggestions are needed as to the matter or manner, we will venture to say they may be had by sending to the editors' office. What book publisher will show some signs of penitence and a disposition to atone for a thousand *poor* school books, by attempting such a project as this? We think that if repentance does not lead to the attempt, an expectation of profit might. Fellow Teachers, or at least those of you who cannot sing in your school-rooms, will you not remember the subject of Mutual Exercises?

A NEW VERSION OF AN OLD PASSAGE. — One of our precocious pupils once read the passage "He smote the Hittite that he died," in this way: "He smote him highty-tighty, — that he did!"

A person of eminence in our State pleasantly observed, in the course of some desultory remarks, "I pursued at that time Arithmetic and Grammar, and a little Latin — I say *pursued*, for I never *overtook* them!"

[For the Massachusetts Teacher.]

MR. EDITOR,—In proportion as you make your paper *practical*, will it be not only popular among those whose home is the school-room, but useful to such as look to it for aid in their vocation.

Let every man, (woman too, if you please,) who has a good thought, send it abroad, through the agency of this periodical, to his brethren in the schools, and what a treasury of valuable things it will become! For what instructor is there, with a mind properly interested in his work, that cannot thus cast into the general fund, something — though it be but *two mites*—which may meet the want of some laborer in the educational vineyard?

In your February number, in the Report of the proceedings of the Norfolk County Teachers' Association, it is stated that "various short methods of calculation, of multiplication, and of obtaining the least common multiple, were explained by several of the speakers."

Now, Mr. Editor, here is a case in point: let each of the gentlemen who unfolded these improved methods, in the presence of fifty teachers, furnish his statement in writing, and send it to your paper, and it will be read by thousands, many of whom would doubtless be grateful for the information. There are but few arithmetics among the *legion* found in our schools, that do any thing like this. Almost any accountant among our merchants will show numerous *turnpikes* of this kind, — especially in casting interest — that are little known among teachers, and not found at all in common arithmetics. Why should we continue to plod on in the old methods, when so many better ones are known and used by business men?

Ought not these improvements to emanate from the school-room, rather than from the counting-houses of men in trade? At all events, should we not seize upon whatever is good and useful, connected with our own vocation, and engraft it upon our present stock of means for educating our pupils? May we not hope that the gentlemen, especially, above alluded too, will feel themselves called upon to bring forth their *lights* from "under the bushel," and let them shine before their brethren in the school-house?

G. F. T.

"Dis is de sword vich Balaam had," said the Frenchman. Said another, "He had no sword; he only wished he had one." "Vell," said the pertinacious Frenchman, "Dis is de sword dat he *vish* he had!"

[For the Massachusetts Teacher.]

A LEAF FROM A TEACHER'S NOTE BOOK.

When a class is dull, or any of its members manifest a want of interest, the teacher may easily excite them by throwing out suggestions here and there, which the study of the lessons has awakened in his own mind. They may be explanatory, amusing, or moral, as the case may require.

The following notes were made in 1834, and will illustrate my meaning.

The following remarks were made to a class in Chemistry.

Black bodies, you see, are like ready memories; they heat quick and cool quick.

Since air, perfectly transparent, is colorless, you see that color is not essential to the existence of matter.

Your author says a substance is white because it reflects all the rays, and in another place he says bodies that *are* white reflect all the rays. This is reasoning in a circle.

If smooth surfaces are the best reflectors of light, ought not every smooth surface to be white?

You call a mirror a *looking* glass; I think you ought to drop the *g*, and call it a look-*in* glass.

Plating metals with gold and silver is a fine specimen of outside show. Such things may be beautiful to the eye, but do not wear well. If you see a person who appears well, do not confide in him, till you have ascertained whether he is made of pure metal, or is only plated.

Oxalic acid, the sourest substance known, may be made from loaf sugar. Remember that the sweetest things may become the sourest.

The following suggestions were made to a class in Mental Philosophy.

The difference between consciousness and reflection seems to be this: the former is involuntary, the latter voluntary.

Active and passive emotions, though very different, go hand in hand; thus, pity is a passive emotion, but it is always accompanied by a *desire* to relieve those we pity, which is an active emotion.

Interest in a subject fixes our attention, and if we give our attention to a subject it begets an interest in it; so that interest and attention have a reciprocal influence upon each other.

Do you not know what reflection is? It can be easily understood by *reflection.*

In order to retain a new idea, you must chain it by association to one you have secured and *tamed.* Which, think you, requires the most labor — to get a new idea, or to keep it?

Our perceptions depend on the condition of the nerves; when the hand is cold, you do not readily distinguish between what is rough and smooth.

In high mental excitement the memory is ready and the imagination lively, but the control of the will is diminished, and the judgment less sound. This you see in persons speaking under great excitement.

Children when growing fast are usually less apt scholars. The mind is more vigorous in slow growing bodies.

Why should it give us a more impressive view of the power of God, to represent him as able to project the earth *upward*, with the velocity of 68,000 miles an hour, than in any other direction?

To a class in Natural Philosophy, the following suggestions and remarks were made:

The effect of light and air on the sap of vegetables may be inferred from the fact, that the sap in the stem and leaves of the common milk-weed is white; in the roots, it has the appearance of water. The sap ascending in the woody part of large weeds, will be seen to be watery, while the sap descending in the bark is often milky. Examine for yourselves. Cut out a piece of bark an inch square on the limb of an apple tree, a maple, or any other tree, in May or June, and watch the change that will take place during the summer. If you do not injure the wood, you will find an accumulation of matter along the upper edge of the square, which will extend downward till the square is covered. You will see, by such experiments, that the sap descends in the bark.

If light is absorbed by an opaque body, and is material, why does not the body become luminous? Some say that opaque bodies, exposed for a while to a bright light, and removed suddenly to a dark closet, will be visible by reason of radiated light. Try the experiment for yourselves, and then you will know whether to believe it or not.

If you pound chalk, salt, brick, and many other substances, it destroys the cohesive attraction of the particles, and reduces it to a powder; but if you pound iron or gold, the cohesion is not destroyed. There is a difference, then, in the cohesion of chalk and iron. What is the cause of it? Wood can more easily be split than broken, showing that the cohesion of the fibres is not so great as the cohesion of the particles composing its fibres. We may suppose that wood is composed of particles that are concave-convex, like tea saucers, so that the particles of a column present to each other a larger surface than do the particles of adjacent columns, and can be split more easily than broken. Iron may be supposed to be composed of cubic atoms, having the attraction equal on all sides, and therefore it cannot be broken

in one direction more easily than in another. The original particles of chalk may be supposed to be globular, and to touch each other only at points, and hence easily broken in any direction. I mention this to show that the different degrees of cohesive attraction render it probable that the original particles of matter are different.

Elasticity seems to depend on a due proportion between attraction and porosity. If a body is perfectly compact, having no pores, then if you attempt to bend it the particles will suffer no compression on the side towards which you try to bend it, and it breaks as glass. If the substance be very porous, and the attraction strong, it will bend without breaking, as a stick of whalebone; or if it be compressed, it will restore itself, as an India-rubber ball. If it be porous, but the cohesive attraction slight, it may be easily compressed, as a ball of butter, but will not restore itself to its former shape.

Some Remarks about Human Nature.

It is often said that a knowledge of human nature is very useful to every one, and especially to a teacher. Do you know what it is? Iron, as indeed every substance, has a nature peculiar to itself. If you know the nature of one piece of iron, or of one grain of arsenic, you know the nature of every piece of iron and every grain of arsenic. There is a common nature in man, and if you know yourselves perfectly, you know the nature of mankind generally; or if you know the principles of this common nature in others, you may know that you have it. You do not like to hear others scold and fret, and in like manner others do not like to hear you scold and fret. If you cannot keep a secret, you ought to conclude that the friend to whom you entrust it cannot keep it. If you love kind and obliging people, others will like you if you are kind and obliging. No one need be ignorant of human nature. E. D.

TEACHER, ARE YOU AN EARLY RISER? Would you be written down as a growing man? Then anticipate the sun in your rising, and devote to prayer and study

> "The cool, the fragrant, and the silent hour
> To meditation due, and sacred song."

Ere business distracts, and the labors of the day commence, devote at least one hour to some literary pursuit, some classic page, some incident of history, some charming truth of philosophy, some song of the old poets, some chapter of the inspired scriptures, that however much absorbed you may be during the day, still the light and loveliness of knowledge may surround all your labors, and you may not be compelled to say, like the Roman General of old, "I have lost a day!"

COMPOSITION.

"Powerful with the sword and pen."

THIS remark was made of one of the German poets. We know not exactly in what state of society he lived, the warrior and poet; but in these times and places the pen is far mightier than the sword; it has effected more revolutions, and battered down more ramparts, than all the engines of war. The earth has trembled under the shock of contending hosts, and the kingdoms of this world have been carved out too long among those who have had the sharpest sword; but, if we mistake not, the battle field is about giving way to the congress of peace, and the blade of the warrior is about to be exchanged for the voice of him who can speak well, and for the "pen of the ready writer." It may be that other armies are to go forth to conflict; living hosts are yet to meet each other in stern contest, and battles to be lost and won; but the heroes in these future engagements, can say, in some sense, like one of old, "the weapons of our warfare are not carnal." The hero will be not the man of the strongest arm, but of the most active brain; not one that can fight well so much as one that can reason well.

More is already thought of one who is of a ready invention, and lively thought, and sound judgment, than once was the case: might is fast giving place to mind; matter to thought; armed forces to persuasive words; swords to pens. At the speaker's stand, in the pulpit, at the press, in the school-room, and indeed in all the walks of life, there are opportunities such as were never enjoyed before, to carve out character, and predestinate the fortunes of those who are now coming upon the stage and are yet to be. From the furnace of this ardent age, are now flowing streams of fervid influence, out of which are to be cast the destinies of long ages to come.

If we would do much for the future, if we would be useful and respected in the present era, we should learn to avail ourselves of these methods of influence, and qualify ourselves to write well and speak well. The claims of elocution are obvious; we call the attention of our readers now, to a topic that has been seldom alluded to on these pages, that is, Composition.

All should learn to write well; not merely to marshal the particles of written language into elegant parade, and write distinctly, but learn to *compose*, and send to the conventions of business and friendship well-written contributions of manly thought. That all do *not* know how to write, is evident. As teachers, we every day see literary productions from those who are just passing within the precincts of manhood, that in point of chirography look not unlike the bottom of a chopping dish, or a chaos

and war of elementary strokes and dots; and in point of composition are nothing but a congress of blunders, in which every line contains an insult to Murray.

Most pupils are averse to the practice of this art. The "divinity within us" can talk and sing, and draw and whittle, without special training; but it seldom stirs itself up to exhibition in this way till education calls it forth. The rules of language seem so much more tyrannical in writing than in speaking, that most (ready enough in conversation,) seem disinclined to convey thought in this way. Ideas do not come at the call; they flee away from the channel of utterance as if there were some little inconvenience attending the delivery; so that an attempt to write seems to have the effect to make most pupils cease to think. What a transformation from this state to that of the educated man, who finds his thoughts *crowd for utterance*, as a dense congregation crowds around the doors for egress at close of service! It was a remark of Sir Walter Scott, that, when he sat down to write, he could employ half a dozen hands as well as one, and of the thoughts that demanded expression he could only seize a few that seemed the most appropriate, and fix them on paper as they flew.

Quite unlike this have been the early attempts even of the most gifted writers; to quote a single instance, Dr. Watts, who as a sweet psalmist stands next to the royal singer of Israel, and whose lovely hymns are the standard of excellence in sacred lyrics, made a laughably small beginning; his poetic steed only "limped in rhyme," at first. We believe that it is a matter of history that his Pegasus was "harnessed in meter" on this wise: a small premium had been offered for the best composition; the venerable Doctor showed his deserts and future genius in a couplet like this

"With your penny writers I'll not vie;
For your penny-premium care not I!"

But difficult though it be, there must be a first attempt; and it shows the inertness of our nature, that this attempt must be the result of some compulsion on the part of the teacher. We doubt not that many a "mute, inglorious Milton" sleeps in the great multitude of common men, for want of this compulsion prompting to a first attempt.

But the first difficulty overcome, the rest is usually easy; it is nowhere more true than here, that practice makes perfect. Then what can we do for our pupils of greater service than early to teach them to express their thoughts on paper? It is a deserved reproach in matters of training, that the scholar carries with him into life so little that is of practical service. Many of our pupils can decline every part of the "verb to love," and yet have a perfect aversion to writing a common letter; they

can tell the length of all the rivers on the globe, it may be, and yet cannot write a promissory note. Which is of the greatest service to the future business man, familiarity with the breadth of the Pacific Ocean, or with an ordinary bill of goods? By the exercise we now speak of, we can render the influence we exert upon the pupil eminently serviceable; for what will more facilitate the labors of the business man hereafter, and commend him to his employers and partners in labor, than a ready knowledge of business forms, and an ability to correspond with ease, and keep an exact and beautiful record of purchases and sales, and the like? What will be more acceptable to friends, than frequent epistles, which elegance and taste dictate, as well as love? What will secure the man himself more certainly from loss than the easy habit of penning down a record of each day's losses and gains? What will conduce more to regularity in a scholar and a christian, than a daily journal of errors and acquisitions, and mental exercises?

Does any teacher ask, What shall our pupils write? We reply, to-day let them write some sentences containing a given word; again, let us give them some fact and require them to detail it in written language, all their own; let us ask them to give us a description of something they have learned in their daily studies; now a river, now a town or kingdom. If the scholar is somewhat advanced, such topics as tides, the effect of climate, the different zones, will be excellent. Geography will be rich in topics. And in grammar especially, which treats of the great theme of language, scarcely a recitation should be allowed to pass without some written exercise; for how sad to make our pupils good grammarians, and yet leave them, (as is too often the case,) in utter ignorance of what they should most know, how to write and speak well!

The proper use of the three principal points of punctuation, will furnish matter for several exercises for young pupils, and some older ones. Then the caret, the diæresis, the quotation marks, the marks referring to notes at the bottom of the page, the underline, the parenthesis, and for those a little more advanced, the figures of speech, poetical quotations, and similar topics, will furnish an endless variety, an exercise for every day in the term or year. And who does not see that by the familiarity thus acquired, the pupil would be richly benefited?

Then, again, let the scholar practise awhile with the matter of letter-writing, and send the teacher his good wishes in a letter addressed to Dear Sir, or Sir, or Madam, and write and rewrite, till to the folding, and wafer, and superscription, he can show a good letter, that looks as if it came from a business man's or scholar's desk. At another time, all the business forms, such as notes, orders, receipts, and the like, will form

very appropriate matter for exercise. Whatever the pupil tries, let him try till he does it well; even though he should re-write a dozen times. The practice of writing essays upon the various themes presented in study, is a good one. For instance, let some one in a class be appointed to-day to read an essay when the class meets to-morrow, on some topic, as the planets, the velocity of light, the power of steam, and the like. All our studies are full of such subjects; if the pupil cannot write a little, it shows that he has as yet learned to small account.

A brief experience will convince any one that an exercise of this kind cannot be otherwise than profitable; far more profitable than semi-monthly essays upon the common themes of the school-boy's pen. We have walked in the churchyard, till we know every epitaph by heart; we have read disquisitions upon patience and virtue, till patience has ceased to be a virtue; we have perused remarks upon temperance, till it seems that nothing more can possibly be said; and now we ask that our pupils leave these topics, of which they know nothing, and write upon subjects with which they are or may be familiar. Let them write what they *think*, and they will soon find (what is now new to most of them) that they can think with ease. So we shall teach our pupils the great art of composing with accuracy and elegance and ease. We may not make novelists and poets of all our pupils; it is not desirable we should; the world needs them for nobler purposes; we shall teach them to correspond with propriety, and attend more acceptably through all future life to the demands both of business and friendship.

Will you not, then, teacher, attend more to the business of composition, and see that your pupils *write* more, write something, if possible, every day?

TEACHER, YOU INSTRUCT OTHERS, ARE YOU NOT NEGLECTING YOURSELF? Would you ennoble this life, and make these days and hours *mean* something? Then make each day contribute something to that intellect which is never to pass away. And then, though your days might be passed in a dungeon, yet each one of them would shine out with a light above that of the sun. The little importance that the possession of wealth and the tenure of office, and the interest of social intercourse throw around our life, will soon pass away. But mark one day, one hour with

"Something attempted, something done,"

for these God-given intellects, for the taste, for the *soul*, and that day will shine out through all the ages of eternity with the distinctness of an era. Monuments of marble perish, but thoughts never die.

THE BERKSHIRE COUNTY TEACHERS' ASSOCIATION

Met at Pittsfield, in the Lecture Room of the South Congregational Church, Wednesday, March 19th.

At 12 o'clock, M., the meeting was called to order by Rev. W. H. Tyler, the Secretary, and an interesting letter from the President, Rev. B. Miner, now of Providence, R. I., was read. On motion of Gov. Briggs, Rev. Dr. Todd was appointed President pro tem.

Messrs. W. H. Tyler, J. Tenney, S. Reed, H. Clark, and W. A. Fuller, were appointed Committee of Arrangements.

Messrs. S. Reed, W. S. Knapp, and A. Barr, Committee on Revising the Constitution.

Messrs. J. Hotchkin, O. E. Brewster and W. H. Tyler, Committee on Nomination of Officers.

P. M., 2 o'clock.—The Committee on Revising the Constitution reported amendments, increasing the number of officers of the Association and defining their duties. Amendments adopted.

The Committee on Nomination of Officers of the Association for the ensuing year reported the following — all of whom were elected, viz:

President.—Rev. John Todd, D. D., Pittsfield.

Vice Presidents.—Hon. Charles H. Plunkett, Hinsdale; Prof. Albert Hopkins, M. A., Williams College; Rev. John Hotchkin, Lenox; Rev. T. A. Hall, Lee; Rev. Horace T. Love, North Adams; Mr. Samuel H. Bushnell, Sheffield; Rev. J. W. Turner, Great Barrington; Rev. Mr. Pickett, Sandisfield; Hon. Geo. N. Briggs, Pittsfield; Rev. Heman Humphrey, D. D., Pittsfield; Rev. N. Lasell, West Stockbridge; Rev. J. Jay Dana, Adams; E. W. B. Canning, M. A., Stockbridge.

Secretary.—Jonathan Tenney, M. A., Pittsfield.

Treasurer.—S. C. Brace, M. A., Pittsfield.

Counsellors.—Jonathan Tenney, M. A.; Rev. Wellington H. Tyler, M. A.; Stephen Reed, M. A.; Rev. Henry Clark; Col. Asa Barr.

The Committee of Arrangements reported a plan of proceedings which was adopted and acted upon through the meetings.

The first topic assigned was "The Present System of Public School Supervision." The discussion was opened by a dissertation by Mr. Tenney, of the Pittsfield High School, in which he confined himself chiefly to the evils incident to the system, as shown by its practical working. He approved of supervision — thought that much good had come from it as now carried on; but thought it operated often very unjustly on the teacher, — was often inefficient and incomplete. He wanted the coöperation of a judiciously

selected, intelligent, devoted committee. Such we often — generally, perhaps, — have; but are not very sure of them. If we were, he asked no more; if not, why not modify our system so as to secure them?

This topic was discussed by Dr. O. S. Root, Rev. Mr. Hotchkin, J. M. Paul, S. Byington, Dr. S. Reed, Rev. Dr. Sears, Rev. Dr. Humphrey, Rev. J. Greene, Rev. H. Clark, and Hon. J. Rockwell, the speakers generally acknowledging the evils of the present system; some deeming it well to discuss them, and to try to find a remedy; others thinking it better to make the best of the thing as it is, until we are better prepared for a change.

Evening, 7 o'clock. Met according to adjournment, in the Baptist Church, and listened to a very instructive address from Rev. Barnas Sears, D. D., on the "Characteristics of the German compared with the American mind." This address will long be remembered by a large audience, not only for its eloquent diction, but for its elevating sentiment and interesting information.

THURSDAY, P. M., 2 o'clock. Met in the South Church Lecture Room. President in the Chair. First hour, "School Supervision" was discussed.

Rev. W. H. Tyler, Principal of the Young Ladies' Institute, made some very able remarks on the general question — urging that it was important and proper that we, in our primary assemblies, discuss freely all matters of law and custom; that such discussion is not deciding what we would do if in the Legislature, but preparing us to act in that place of final decision. We speak of the system and its working, — not of a class of persons. There is no need of any sensitiveness on the part of any one. We all desire to find the best way to secure the benefits of the great scheme of educating the people.

Mr. Tyler was followed by brief remarks from Rev. Mr. Hotchkin, W. S. Knapp, J. Greene and Dr. Root.

Mr. Paul described the bad state of "school-houses and school furniture," and spoke of what they ought to be. By direction of the President, the Secretary read that part of the 10th Report of the Board of Education, which says that the laws of the State make it the duty of Committees to furnish, at the expense of the people, and without their vote, *all things necessary to the comfort and convenience of the school building.*

The subject of "Text-Books," was next discussed by Rev. Mr. Tyler, J. Hotchkin, D. P. Colburn, S. S. Green, Dr. Root, Rev. Mr. Shailer and Dr. Reed. The agents or publishers, as plenty and as annoying as the locusts of Egypt, — the frequent, and often hurtful changes of books, — the merits of certain books, and the importance of better attention to the matter by persons well qualified, — all came up for discussion. At the close,

Tyler, the faithful retiring President and Secretary; to the hospitable citizens of Pittsfield; to the religious societies for the use of their halls; to lecturers, and to the Western, Housatonic, and N. Adams and Pittsfield Rail Road Companies, for their liberal travelling facilities. Adjourned.

JONATHAN TENNEY, *Secretary.*

ONE OF THE TEACHER'S TRIALS.

"He that in our profession has no *trials*, is less than a teacher, or more than a man."

We have in another place spoken of the encouragements of the teacher. But our business has its trials as well as its pleasures. One trial lies in the caprice of parents, "desiring evil things for their children."

Comparatively few parents have correct views of what education really is. Hence, though they may be anxious that their offspring should acquire that nobility which education gives, they cannot always give safe advice as to the method of procuring it. They seem to go to the great market where Wisdom exposes her wares, for the purpose of buying something; but whether they want discipline or knowledge, principles or facts, ideas or sounds, they know not; only they be persuaded that they want something. Education they must have, for respectability is not possible without it.

Of these shrewd buyers, there seem to us to be two classes. One, because they *want something*, are satisfied with any thing, like the foolish ostrich, which, it is said, will pick with equal readiness at a stone or a kernel of grain. The other, because they *want something*, will be satisfied with nothing, like the more foolish ass in the fable, which actually starved to death between two piles of hay, simply because he could not decide which was the best, though they were both good!

We refer only to the latter class of parents. Now we have known not a few people who labored under the impression that the great business of education was to *learn*, learn Arithmetic, learn Grammar, and the like; and not a few who seemed to suppose that their children could be *married unto knowledge*, without the ceremony of *learning* even. They estimate the advantage by the *time* devoted to this business, or by the *money* expended, rather than by the real progress made.

Any advice based upon such views must have the sin of ignorance in every particular. How often have we known parents give advice that we supposed was directly contrary to

the best interests of the pupil; and we doubt not you can all detail such things as having occurred in your own experience.

And then, when in sustaining order it becomes necessary to cross the inclination of the pupil, how often have we known the doating parent form the strange and degrading alliance between parental authority and juvenile obstinacy, for the support of their common rights, that have been thus invaded. Thus it is more difficult to govern the parent at home than the child in school. And while both teacher and parent earnestly desire the healthy growth of the pupil, they seek it by different methods; like the two-faced statue of Janus, at Rome, they look different ways.

Two consequences result. One is that the child, like a ball impelled both ways, does not move at all; the other is that the teacher is sorely tried. Now we know of but two things that can generally be done, either to yield the matter and sit quietly down, and admit that nothing can be done to promote the welfare of the unfortunate pupil, and throw the responsibility entirely off, on the parent, where it belongs; or, taking our *bill of rights* in our hand, go calmly forward, and make the same use of parental influence as the eagle makes of the wind—sail with it when it is right, and *against* it when it is wrong.

But in all this there is a sore trial for the good teacher.

Mr. Editor,—In the February number of the Teacher is the following problem, $\{\frac{x^2+xy=8}{x^2+y=6}\}$. Required the values of x and y.

The Editor remarks that it is said that the problem cannot be solved by the use of quadratic equations alone. I send you a sulution of this problem, wrought out by Mr. James B. Whitaker, of Needham, a young man who is now engaged in studying the elements of mathematics.

(1) $x^2+xy=8$.
(2) $x^2+y=6$.
Subtracting (2) from (1), we have.....(3) $xy-y=2$.
Multiplying (3) by x, we have .....(4) $x^2y-xy=2x$.
Adding together (1) & (4) & subtracting x^2, we have....(5) $x^2y=2x+8-x^2$.
Dividing (5) by y, & combining the result with (2)we have(6) $\frac{2x+8-x^2}{y}+y=6$.
Multiplying (6) by y, and adding and subtracting,we have (7) $y^2-6y=x^2-2x-8$.
Adding 9 to both sides of (7), we have.....(8) $y^2-6y+9=x^2-2x+1$.
Extracting Square Root of (8), we have.....(9) $\pm(9-3)=+(x-1.)$
Taking both sides of (9) positively or both negatively, we shall have the same result, and we shall have..... $x=y-2$.
Taking one side pos. and the other neg. we shall have.... $x=4-y$.
Substituting in (1) and (2) we have..... $x=\frac{-1\pm\sqrt{17}}{2}$ or $x=2$.
$y=\frac{3\pm\sqrt{17}}{2}$ or $y=2$.

R. E.

Bridgewater, March 21, 1851.

STANZAS.

BY AN ENGLISH POET.

O! SPARE my gentle flower,
The slender creature of a day —
Let it bloom out its little hour
And pass away.
Too soon its fleeting charms must lie
Decayed, unnoticed, overthrown,
O! hasten not its destiny,
Too like thy own!

The breeze will roam to-morrow,
And sigh to find its playmate gone,
The bee will come its sweets to borrow,
And meet with none.
O! spare, and still let it outspread
Its beauties to the passing eye,
And look up from its lowly bed
Upon the sky!

O! spare my flower, thou know'st not what
Thy undiscerning hand would tear;
A thousand charms thou notest not,
Are treasured there.
Not Solomon in all his state,
Was clad like nature's simple child;
Our floweret wild.

Spare, then, this little monument
Of an Almighty's power and skill,
And let it at this shrine present
Its homage still.
He made it who made naught in vain,
He watches it who watches thee,
And He can best its date ordain,
Who bade it be.

In the work of *self-improvement*, let the teacher never

> "bate a jot,
> Of heart or hope; but still bear up and steer
> Right onward."

A Connecticut school-mistress, when asked if her room was sufficiently well ventilated, replied, that if the air could find its way *out* where the water found its way *in*, the arrangements *were complete!*

Resident Editors' Table.

Resident Editors. {JOSHUA BATES, JR. | J. D. PHILBRICK, } WILLIAM D. SWAN, | GIDEON F. THAYER, } of Boston.

EDUCATION IN BOSTON.

SUPERINTENDENT OF THE PUBLIC SCHOOLS. An adjourned meeting of the Grammar School Committee, was held on Friday afternoon, Mayor Bigelow presiding. The report of the Special Committee on the subject of a Superintendent of the Public Schools, which was submitted in print, was the only topic considered, and on this a protracted discussion took place. The report, after explaining the views of the Committee as to the necessity of a Superintendent, and the beneficial results expected to be derived from such an officer, concludes with the following preamble and resolutions in relation to the duties of the contemplated office: —

"Whereas a resolution was adopted by this Board on the 11th of March last, requesting 'the City Council to make an appropriation of twenty-five hundred dollars, as a salary for one year, of a Superintendent of our Public Schools, who shall be elected by the Grammar School Committee, and act under their advice and direction;' and whereas, in conformity with this request, an order has passed the City Council, unanimously, by which the appropriation, which was requested, has been made, therefore, in order to carry into effect the intention of the above named proceedings without unnecessary delay —

"*Resolved*, 1*st*. That this Board will meet on Tuesday, the 13th of May, for the purpose of electing by ballot a Superintendent of the Public Schools, for one year, whose term of office shall commence upon the first day of June, next ensuing, and whose salary shall be at the rate of twenty-five hundred dollars a year, to be paid quarterly.

"*Resolved*, 2*d*. That said Superintendent, in the discharge of his duties, shall act in accordance with the established regulations of the Public Schools, and in all cases be subordinate to the School Committee, and act under their advice and direction.

"*Resolved*, 3*d*. That the duties of the Superintendent shall be as follows: —

"1st.—He shall examine the Public Schools, under the advice of the Sub-Committee, and semiannually shall present a report to the Board, of their condition, and shall suggest by what measures their efficiency and usefulness may be increased,

and whether by any means the expenses of our school system can be diminished without prejudice to its interests.

"2d.—He shall at all times render such aid and communicate such information to the Sub-Committee, as they may require of him; and he shall also assist in the annual examination in such manner as shall be desired by the annual Examining Committee.

"3d.—He shall devote himself to the study of our school system, and the condition of the schools, and shall keep himself acquainted with the progress of instruction and discipline in other places, in order to suggest appropriate means for the advancement of the Public Schools in this city.

"4th.—He shall make investigations as to the number and the condition of the children in the city, who are not receiving the benefits offered by the Public Schools, and, so far as is practicable, shall find out the reasons and suggest the remedies.

"5th.—He shall consult with the different bodies who have control in the building and altering of school-houses, and with all those through whom either directly or indirectly the school money is expended, that there may result more uniformity in their plans, and more economy in their expenditures.

"6th.—He shall perform such other duties as the School Committee shall prescribe, or from time to time direct."

Sundry verbal amendments were proposed to the resolutions, but they were rejected; and the appointment of the Superintendent in the manner prescribed, was opposed by Messrs. Wightman, Winslow, Emerson and Norcross; and advocated by Messrs. Beecher, Adams, P. W. Church, Bates and Guild. After a full, interesting, and somewhat animated discussion upon the effect of the establishment of the office of Superintendent of Schools, the question on the passage of the resolutions was taken by yeas and nays, and decided in the affirmative — 17 to 6. The following are the yeas and nays: —

Yeas.—Messrs. Beecher, Church, Leavitt, Hahn, Reed, Tracy, Willis, Adams, Coolidge, Bates, Guild, Felt, Foster, Eaton, Alger, Brinley and Mayor Bigelow, — 17.

Nays.—Messrs. Emerson, Norcross, Wightman, Winslow, Palmer and Simonds, — 6.

Mr. Willis moved a reconsideration of the motion just past, and his motion lies over until the next meeting of the Committee, which will take place on Tuesday next.—*Courier.*

Said a little child, "Mamma, where does the afternoon stay, when the forenoon is here?"

EDUCATION IN MASSACHUSETTS.

We extract the following summary of statistics relating to the Public Schools of the Commonwealth, from the Fourteenth Annual Report of the Secretary of the Board of Education:

No. of towns in the Commonwealth,	321
No. of towns that have made returns,	315
No. that have neglected to make returns,	1
No. of towns incorporated at the last session of the Legislature, whose returns are included in the towns of which they formed a part, viz., Groveland, Melrose, Winchester, Clinton, and Holyoke,	5
No. of towns not divided into school districts,	17
No. of school districts in the State,	2818
No. of schools having less than 40 scholars,	1583
No. of schools having from 40 to 80 scholars,	1874
No. of schools having over 80 scholars,	421
No. of Public Schools in the State,	3878
Increase of Public Schools beyond the number returned the year before,	129
No. of persons in the State between 5 and 15 years of age,	193,232
No. of scholars of all ages in all the schools in summer,	176,344
Increase of attendance in summer for the year,	2,685
No. of scholars of all ages in all the schools in winter,	194,403
Increase of attendance in winter for the year,	2,691
Average attendance in all the schools in summer,	128,815
Increase for the year,	2,315
Average attendance in winter,	149,609
Increase for the year,	6,642
Ratio of the mean average attendance upon the Public Schools in the State to the whole number of children between 5 and 15 years of age, expressed in decimals,	.72
No. of children under 5 years of age attending school,	17,782
No. of persons over 15, attending school,	18,208
No. of teachers in summer: males, 325; females, 3,801; total,	4,126
No. of teachers in winter: males, 2117; females, 2187; total,	4,304
No. of annual teachers, or teachers keeping the same school, both summer and winter: males, 273; females, 1264; total,	1,537

No. of different persons employed as teachers in Public Schools during the year: males, 2167; females, 4568; total,	6,735
Average length of Public Schools, 7 months, 12 days.	
Average wages of male teachers per month, including board,	$34 89
Average wages of female teachers per month, including board,	$14 42
Amount of money raised by taxes for the support of schools,	$864,667 85
Increase from last year,	$34,090 52
Amount of voluntary contributions for Public Schools,	$34,704 31
Aggregate expended on Public Schools for wages, fuel, and superintendence,	$958,501 33
Amount raised by taxes for the education of each child in the State, between 5 and 15 years of age, per child,	$4 52
The law requires each town to raise by tax, at least $1.50 per child, between 5 and 15, as a condition of receiving a share of the income of the School Fund.	
No. of towns that have raised more than $1.50 for each child between 5 and 15,	311
No. of towns that have raised more than twice this sum, or more than $3 per child between 5 and 15,	162
No. of towns that have raised less than $1.50 for each scholar between 5 and 15,	2
No. of incorporated academies returned,	67
Average number of scholars in incorporated academies,	3,717
Aggregate paid for tuition in incorporated academies,	$57,444 30
No. of private schools,	845
Average number of scholars in private schools,	19,534
Aggregate paid for tuition in private schools,	$261,241 92
Amount expended on public and private schools and academies, exclusive of the cost of repairing and erecting school edifices,	$1,277,187 55

NOTICE.

The Semiannual Meeting of the Norfolk County Teachers' Association will be held in Randolph, on Tuesday and Wednesday, the 3d and 4th of June next. Lectures will be delivered by Rev. Charles Brooks, of Boston; Rev. Horace James, of Wrentham; and Silas Loomis, Esq., of North Bridgewater.

C. J. CAPEN, *Secretary.*

THE

MASSACHUSETTS TEACHER.

Vol. IV. No. 6.] WM. W. MITCHELL, Editor of this Number. [June, 1851.

LAYING FOUNDATIONS.

Men are wisely careful in laying the foundations of their dwellings. They dig deep because they have learned that there is a disturbing agent which upheaves the surface of the earth. They do not throw together cobble-stones, but rift the massy rock, and pack its fragments in cementing mortar. All this costs money and takes time; yet men, who build at all, almost universally lay such foundations. This is excellent economy. He who builds his house upon the sand, has been called a foolish man by the highest authority. The wise man builds on a rock.

The teacher is a *mind-builder*. To lay foundations is his *great work*. If he is an honest and skilful workman, much of his work will be underground and out of sight. No man will do this work *well*, but an honest and independent man. Temptations to neglect it will assail him from every side. Like other men he loves to see immediate and brilliant results, and grows weary under drudgery and toil, to produce what no eye sees and no lips praise. Besides, circumstances generally combine with this desire to lead him to seek such results. Many of his patrons never look below the surface, but measure both his capacity and success by what appears above. His very bread may depend on his doing his work superficially. The multitude applaud him who raises a showy intellectual structure, while they condemn him who spends years in laying massive foundations. They talk well. They mean to give their children a good education, but they insist upon two things — it must be done with dispatch, and cheap. As a consequence, which they seem not to perceive, it must be wretchedly done. We find many men in every community who talk finely about the education of their children, and still by indulgence or avarice cheat them out of it. They cannot spare them to *study* more than three months, although they can spare them to *labor* for *wages*, or to amuse themselves at home and abroad, month after month

and year after year. The child that would not be taken from the mill or shop a day in six months, would be taken from school twenty days, in half that time, for the most trivial reasons. Men feel the loss of silver much quicker than the loss of sense. With all their fine talk, they do not afford the time and means to their children, for that solid mind-building which is true education. These hindrances meet every teacher; still, if he be a true man, he will not heed them. *He must lay foundations.*

Let us consider more definitely the application of our subject to the operations of the school-room.

1st. The *discipline* of the school should be such as to implant in the mind right principles of action, and accustom the pupils to habitual self-control. Such discipline will lay a good foundation for a correct moral character. The reign of the school-room should not be a "reign of terror," or trickish cunning, or imbecile softness. It should be a kind, but inflexible reign of righteousness.

If you strike a blow, it may secure a sullen submission for a moment; but if you implant a principle, it will be a guardian angel for a lifetime. More than this, the blow will very likely arouse an evil passion which will poison, ever after, the finer feelings of the heart. O teacher! beware that thou cast no such bitter drop into the pure fountain of a young pupil's affections.

You may out-wit your pupil in a single case of improper conduct,or a dozen, and yet the *spirit* of rebellion may grow stronger in every contest. You may yield to his whims, or flatter his vanity, and thus for a time accomplish your end, but the selfishness to which you have truckled will soon make larger demands, and justify them on the ground of your former indulgence. The teacher should descend to no trickery, no tampering compromises, to gain a mere temporary control. Has a pupil acted wrongly, and does he attempt to sustain his conduct by wrong principle — then is the time for the teacher to summon all his wisdom and firmness to the work of reclaiming him. If it requires time, give time. A more important task was never committed to man. Vast interests are at stake. The weal or woe of a whole life — nay, of an endless existence, may be poised on a moment, and the teacher's touch may determine the preponderance to virtue or vice, to happiness or misery. How paltry and trifling, at such a time, is the common excuse — "*I have not time!*" Say you have not time to lift a fainting brother from the track of the rushing car! — say you have not time to give a healing draft to a dying friend! sooner than plead a want of time to make an effort to save the heart of a pupil from the influence of a poison which may work its utter *ruin*. What-

ever else is neglected, the faithful teacher will take time to do work like this.

The school is a miniature community. Its discipline should secure a sacred regard to right, and habitual self-control. The regulator of the conduct of the young, should be within and not without. It should be a part of their being, ever-present and inseparable. We wish them to become good citizens and true men, when they feel no longer the curb of the master or parent. What can we expect but rash and disorderly action in mature life from those whose early years have felt no influence but the tight rein and curb bit? There must be obedience in the school-room, but it should not be mere brute submission to superior power. Men are not brutes, though sometimes the dividing line between the territory of the two becomes extremely attenuated. That teacher who only secures *submission* is a sorry disciplinarian, although the affairs of his school-room move on as noiselessly and systematically as the heavenly orbs. If he is not continually implanting right principles of action in the minds of his pupils, he ought to change his profession.

2d. The *intellectual training* of the school-room should be such as to lay a broad and firm foundation for extensive acquisitions in future. To impart information is not the greatest part of the teacher's work. This is an old truth, but it needs repetition, and will need it, I fear, so long as the world stands. It is a slow process for the young mind, to take, digest and assimilate mental food; so in this age of "top speed," the process of *stuffing* has been substituted. Its immediate results are often astounding, and therefore it takes. You see development at once. This practice of developing mind as you would develop a bladder, has lately been much denounced, and after having been pierced by many a sharp shot, has shown some symptoms of yielding to treatment; still it exists widely, because there is a demand for it. There is a loud call for showy outside work. The multitude look at the surface, and investigate no further. The old adage is still true — "more people *see* than *weigh*: polished brass will pass on more men than rough gold."

The faithful teacher must not and will not yield to this demand. The best artists are slow workmen. The noblest productions of every art and profession have received their perfection from protracted toil and painstaking. It takes a thousand years for the gnarled oak of the mountain to acquire its firm texture and lofty proportions. It is the *gourd* that grows up in a night.

So a strong and vigorous intellect is a thing of slow growth. This ought to be a "fixed fact" in every teacher's mind. His business is to encourage its growth, by removing obstructions, and supplying the most favorable aliment in right quantities,—

and he can do no more. He cannot grow for it. He cannot jerk his pupil up the hill of science any more than he can jerk the sapling into an oak. There is no such thing as manufacturing at once a mature mind, and he who attempts it will make a miserable failure. Those lofty edifices whose immense size strikes the beholder with awe and astonishment, were built, brick by brick, one at a time. In all such edifices the foundation is the most massive part, and requires more time and material than any other part.

I have sometimes thought that the first year in a primary school has more to do with future scholarship than many succeeding years. If there is negligence or misdirection then, it leaves a great work to be undone. The poor foundation must be removed to make room for a better. The tones which the child imitates there, the management of voice which it acquires, the distinctness of its articulation, will tell powerfully on the future reader and orator. The clearness and fulness of its first apprehension of numbers and of extension and directions, will determine to a great extent its future proficiency in arithmetic and geography. In this stage of education let no word be half spoken, no fact half learned, and no thought half comprehended. Aim at *completeness*. That word *completeness* should ever stand before every teacher's eye and mind from the primary school to the university. The pupil who has done and learned every thing imperfectly during the first three years of his life in school, cannot be a very hopeful candidate for the honors of accurate scholarship during the succeeding three years, even under the best training. Nowhere more than in our primary schools do we need thorough, accurate and judicious teachers.

But right teaching is always the same. In higher schools the same system should be followed up. Mind should be allowed time to grow, and should be habituated to active exercise, as *exercise* is the most *favorable* and the *indispensable* condition of growth. I fully believe that the pupil who has *worked* his way as far as long division, thinking and analyzing as he proceeded, has made incomparably greater progress than one who has been dandled into alligation on his teacher's knee. The former has laid a foundation of mathematical knowledge for *himself*, while the latter has used his teacher's. The one can go alone a little way; the other not a single step. The one stands firmly, while he wrestles with future difficulties, while the other finds every thing yielding and tottering beneath his feet. He seldom conquers a difficulty, and soon learns to surrender without a struggle. Perhaps *this* is the crowning evil of hasty and superficial instruction. The pupil loses self-reliance. The mind ceases to confide in its own powers. This state of mind is absolutely

fatal to all progress. The teacher can commit no greater mistake than to give a lesson which the pupil *cannot* master. If he is able to master no difficulty, it is the fault of h previous training. He has no foundation to build upon.

We sometimes find pupils in this condition. We give them a task which they fail to perform. They tell us they do not understand it. We direct them backward in their course of study to principles which will remove the present difficulty. But they can go back no better than forward. The past is as dark as the future. We can do nothing unless we trundle them all the way down to first principles, and teach them a whole science at once, and that too when they are destitute of mental discipline. This is impossible. They are discouraged and mortified. They dislike school, of course. If we advise them to enter lower classes, very likely they and their parents will flutter from wounded pride. It is a sad case, but common. I am sorry to say, that teachers sometimes deceive parents and pupils, and advise those hasty promotions which lead to the calamitous results, detailed above. If this were done through ignorance it might be winked at. But when the teacher does it to flatter the vanity of parents, and thus secure personal popularity, no language of rebuke can be too severe,—no extent of retribution can be undeserved.

The following statement of facts, true in every particular, will illustrate the evil to which we have referred. During the fall term of 1849, an intelligent looking girl, some twelve years old, was presented to the teacher of a high school in Massachusetts by her aunt, her parents residing in a neighboring town. She had been in a select school for several terms, and was reputed to be an extraordinary scholar. She had, by the advice of her former teacher, concluded to study Algebra, Natural Philosophy and Latin. In answer to inquiries, she was declared to be a proficient in the "common branches" and wished to leave them.

Upon *this testimony*, the girl was received and classed as her friends desired. She commenced algebra with a class of beginners who had been well-drilled in arithmetic. To the teacher's surprise, in that class, she was the lowest scholar. She was slow and inaccurate in common arithmetical operations, and entirely destitute of skill in reasoning and analysis. However, she was tugged on through the term at the cost of an extra half-hour's labor each day.

She entered a class in philosophy and *failed*. She said she knew it, if the teacher would ask the questions; but this was not more than half true. She was soon advised to drop this study.

She entered a Latin class which had advanced as far as she

had. She attempted to recite but one lesson in that class. That recitation revealed the sad fact that she had never studied Latin, but rehearsed English over Latin text. She was put in a class of beginners, and even there was the most inaccurate member of the class, so miserable were her habits of study.

Towards the close of the term her fond father called and inquired concerning the progress of his daughter. The teacher stated the case to him as it was. His surprise and grief may be easily imagined. A world of high hopes seemed at once dashed to the earth. He referred to her former teacher, and said he had been deceived by his flattering representations. He went away sorrowing, but left his daughter, and sent her back a second term. She improved, but it will require many terms, and cost much labor, to remove old foundations and lay new ones. She will probably never be an accurate scholar. This is by no means a solitary case. We all condemn that teacher of a select school, responsible to no committee, and recreant to his own judgment, if he had any, who gave this pupil such gross misdirection. Let us honestly examine our own course, and see if we have not, at some time, to some extent, fallen into the same error.

God has given to every human intellect a power of progress and improvement which knows no limit. This fact clothes the teacher's office with fearful responsibility. It is ours to give this intellect its first bias, and to fix, day by day, its principles of action. It is ours to awaken its faculties, and introduce it to the vast domains of science, where it will learn, and learn forever. Every dormant power which we awaken to action, is destined to unlimited growth. The wheels which we put in motion are to put other wheels in motion. The impulses which we give are to give other impulses. Every thought and principle implanted in the mind is to be an eternal producer. Let us carry these considerations with us in our daily labors. How imperatively they demand of us that we be cautious, independent, faithful, untiring.

A DIALOGUE BETWEEN TWO SCHOOL BOYS.

[Reported by one who heard it.]

Thomas, (*entering Alfred's room in the evening.*) I should think you really *loved* your books by the way you stick to them. For my part, I hate these evening lessons, and I always get off from them when I can. I should think the master might let a fellow enjoy himself a little.

Alfred. Well, *I* enjoy these history lessons. They are first

rate, Tom. We recited today all about Julius Cæsar, and then we read "Antony's speech over the dead body of Cæsar." I understand that speech now. The master said that that speech was a favorite with Curran, the great Irish orator, who was accustomed to recite it very often.

Thomas. I do not care what *your* master said, nor do I care what *my* master says, except when he says we may be *dismissed.* I hate him; that is a fact. He makes such a fuss, just because I cannot say every word of my lesson. And then don't you think he called me up before the whole school, just because I spoke to John Jones who sits next to me! I hate school, and I don't like to go a bit, and I do not *believe* you like it.

Alfred. I do not dislike school. On the whole, I think I like to go. I *could* not stay at home. I should not know what to do with myself.

Thomas. Well, I could have a much better time at home. I did not go this morning. Why, you see I was out last night till twelve o'clock, and did not get to bed till after one. I did not get up this morning till after nine, and did not get my breakfast till about ten, and I was not going so late as that, for all the boys would have laughed at me. I had the headache, too.

Alfred. You are a fine fellow, Tom, and no mistake.

Thomas. That is a fact, but I do not think the *master* believes it yet. Say, Alfred, do you ever eat before going to bed?

Alfred. Eat! no indeed. Father never would allow that. And the Physiology that we study, says it is hurtful.

Thomas. Well, *I* do. I have got in the *habit* of it, so that I cannot do without it. I *always* eat before going to bed.

Alfred. Father has made me get in the *habit* of going to bed without eating, and I don't think any thing about it.

Thomas. Do you ever dream, Alfred?

Alfred. Dream! no, I hardly know what a dream is.

Thomas. Well, I do. I dream every night. Last night I had a horrid dream. I dreamed I was in jail. I guess it was because the master said something about shutting me up. The night before last I dreamed the school-house was on fire. I hope that will come to pass. We shall get a vacation then.

Alfred. You are a queer fellow. I believe you don't like any thing.

Thomas. There you are quite mistaken, young man, for I love cake dearly, and I slipped down stairs last night, after I got home, and got what you may call a "generous slice." It relished well. It was late, you know, and I was hungry.

Alfred. Well, you may sup on cake, and I will stick to my history. Good evening.

GREAT IN LITTLE.

BY CHARLES MACKEY.

A TRAVELLER through a dusty road
  Strewed acorns on the lea,
And one took root, and sprouted up,
  And grew into a tree.
Love sought its shade at evening time,
  To breathe its early vows,
And age was pleased, in heats of noon,
  To bask beneath its boughs;
The dormouse loved its dangling twigs,
  The birds sweet music bore;
It stood a glory in its place,
  A blessing evermore!

A little spring had lost its way
  Amid the glass and fern,
A passing stranger scooped a well,
  Where weary men might turn;
He walled it in, and hung with care
  A ladle at the brink —
He thought not of the deed he did,
  But judged that toil might drink.
He passed again — and lo! the well,
  By summers never dried,
Had cooled ten thousand parching tongues,
  And saved a life beside!

A dreamer dropped a random thought;
  'T was old, and yet was new —
A simple fancy of the brain,
  But strong in being true;
It shone upon a genial mind,
  And lo! its light became
A lamp of light, a beacon ray,
  A monitory flame.
The thought was small — its issue great,
  A watch-fire on the hill,
It sheds its radiance far adown,
  And cheers the valley still!

A nameless man, amid a crowd
  That thronged the daily mart,
Let fall a word of hope and love,
  Unstudied, from the heart;
A whisper on the tumult thrown —
  A transitory breath —
It raised a brother from the dust,
  It saved a soul from death.

Oh germ! oh font! oh world of love!
Oh thought at random cast!
Ye were but little at the first,
But mighty at the last!

UNIVERSAL EDUCATION.

BY C. MORGAN.

THE idea of universal education is the grand central idea of the age. Upon this broad and comprehensive basis, all the experience of the past, all the crowding phenomena of the present, and all our hopes and aspirations for the future, must rest. Our forefathers have transmitted to us a noble inheritance of national, intellectual, moral and religious freedom. They have confided our destiny as a people to our own hands. Upon our individual and combined intelligence, virtue and patriotism, rests the solution of the great problem of self-government. We should be untrue to ourselves, untrue to the memory of our statesmen and patriots, untrue to the cause of liberty, of civilization and humanity, if we neglected the assiduous cultivation of those means, by which alone we can secure the realization of the hopes we have excited. Those means are the *universal education of our own future citizens*, without discrimination or distinction. Wherever in our midst a human being exists, with capacities and faculties to be developed, improved, cultivated and directed, the avenues of knowledge should be freely opened and every facility afforded to their unrestricted entrance. Ignorance should no more be countenanced than vice and crime. The one leads almost inevitably to the other. Banish ignorance, and in its stead introduce intelligence, science, knowledge, and increasing wisdom and enlightenment, and you remove in most cases, all those incentives to idleness, vice and crime, which now produce such a frightful harvest of retribution, misery and wretchedness. Educate every child "to the top of his faculties," and you not only secure the community against the depredations of the ignorant and the criminal, but you bestow upon it, instead, productive artizans, good citizens, upright jurors and magistrates, enlightened statesmen, scientific discoverers and inventors, and the dispensers of a pervading influence in favor of honesty, virtue, and true goodness. Educate every child physically, morally, and intellectually, from the age of four to twenty-one, and many of your prisons, penitentiaries and almshouses will be converted into schools of industry and temples of science; and the immense amount now contributed for

their maintenance and support will be diverted into far more profitable channels. Educate every child — not superficially — not partially — but thoroughly — develop equally and healthfully every faculty of his nature — every capability of his being — and you infuse a new and invigorating element into the very lifeblood of civilization — an element which will diffuse itself throughout every vein and artery of the social and political system, purifying, strengthening and regenerating all its impulses, elevating its aspirations, and clothing it with a power equal to every demand upon its vast energies and resources.

For the Massachusetts Teacher.

SYMPATHY BETWEEN TEACHERS AND PARENTS ESSENTIAL TO THE HIGHEST GOOD OF THE PUPILS AT SCHOOL.

THE highest good of a pupil at school consists, not in the accomplishment, in respect to him, of merely one thing, but of several things, all of which are of vital importance. His highest good is positively secured when there is begotten or roused up in him a genuine love of study, which, under judicious direction, shall impel him onward in the discipline of his mind and the acquisition of the elements of useful knowledge, however numerous and severe may be the difficulties he must encounter, and when there is implanted in his soul a due sense of his dependence and moral obligations, which shall render him orderly and obedient, and give birth to those noble desires without which no one can be a useful citizen, and demean himself as he should, in his appropriate place, on the stage of life. Teachers and parents have a great and laborious work to do, and, in many particulars, they must labor conjointly to effect it, to achieve the truly highest good of the pupils at school. A passage from the Hon. Mr. Webster's "remarks to the ladies of Richmond, Virginia, October 5, 1840," giving it an application suited to the purpose of this short article, may here be introduced with interest. "If we draw within the circle of our contemplation the" parents and teachers "of a civilized nation, what do we see? We behold so many artificers working, not on frail and perishable matter, but on the immortal mind, moulding and fashioning beings who are to exist forever. We applaud the artist whose skill and genius present the mimic man upon the canvas; we admire and celebrate the sculptor who works out that same image in enduring marble; but how insignificant

are these achievements, though the highest and fairest in all the departments of art, in comparison with the great vocation of human" parents and teachers! "They work not upon the canvas that shall fail, or the marble that shall crumble into dust, but upon mind, upon spirit, which is to last forever, and which is to bear, for good or evil, throughout its duration, the impress" of the parent's and teacher's "plastic hand." For the highest good of the pupil at school, it appears to be important, as a means conducive to the end, that the parents and teacher should, to an extent, be acquainted with each other. If they are, to an extent, acquainted with each other, the parents may cherish a more intelligent confidence in the teacher, while the teacher may learn the temper of the parents, their interest for the welfare of the pupil, their government over him at home, and many things in respect to the scholar which, as the child's teacher, he ought to know. The obligation to effect a necessary acquaintance between the parents and the teacher, as the two parties so greatly responsible for the education of the pupil, is perfectly mutual. Let the teacher truly seek to become acquainted with the parents of his pupils, and let the parents endeavor to become acquainted with the teacher of their children. Perhaps the first step to be taken in the way of the cultivation of such an acquaintance, should be taken by the parents. The child who knows that there is a pleasant acquaintance between his parents and teacher, feels that he is the object of an interest of no ordinary character.

There should be a right understanding and sympathy between the parents and the teacher, in reference to the studies of the pupil. Does the scholar love to study? Is he thorough in his studies? Is he acquiring good habits of study? Is he making, not a superficial, but a real progress in his studies? These are important questions. These are questions which will be often asked by parents who are alive, as they should be, to secure the highest good of their child at school. If they would have an affirmative answer to these questions, they must discharge the duties which, in the matter, by an appointment higher than their own, devolve upon them. If the teacher is assured that the parents of his pupils are faithful in respect to the points which have been alluded to, as touching their children, he must be encouraged in his work, he must feel that his labors are appreciated, and that an influence is brought to bear upon him, to make him a better teacher. If the child is assured, that, while his teacher is particular in respect to his studies, to make him love to study, a thorough scholar, possessed of good habits of study, and to advance, by a reasonable progress, in the acquisition of knowledge, his parents also are particular in respect to his studies; on the one hand, he must be encouraged and

stimulated to strive after honorable attainments, and, on the other, compelled, by an appliance, with which, for effectiveness, the frown, the sharp word, and the rod, can bear no comparison, to put forth his exertions lest he should occupy a low and ignoble rank among his fellows, and in the estimation of society. In reference to the end to be accomplished, or the means to be used to secure it, let not the parents and the teacher, if possible, be at disagreement; for if they are at disagreement, the consequences, upon the child, must be disastrous, greatly, if not fatally. Let parents, in order to show the interest they feel that their children should be successful in their studies, and their sympathy with the teacher in his labors to impart instruction to his pupils as he should, as frequently as possible, visit the school and listen to the recitations of the scholars. It is to be feared that in respect to the studies of the pupil, there is, in many cases, but little, if any, sympathy between the parents and the teacher. Sometimes the parents find fault with the teacher, because, as they think, their child is not put forward as rapidly as he should be, and sometimes because he is required to study beyond his abilities. Most children are not fond of study, and with their wishes and views many parents sympathize, rather than with the wishes and views of the teacher. Not unfrequently in reference to the studies of the pupil, the teacher is obliged to contend for the highest good of the scholar, against the wishes and demands as much of the unreasonable parents, as the indolent, reckless child.

There should be a right understanding and sympathy between the parents and the teacher, in reference to the government of the child at school. The government of the child should be essentially the same in the family and in the school. No pupil can study well at school unless he is governed well. Let the parents as well as the teacher understand this. Generally children at home and at school are restive under restraints, and feel that they are competent to be their own masters. If the teacher cannot maintain order or good government in his school, he had better, at once, abandon his profession. It is a difficult thing, in many instances, for the teacher to govern his pupils as they ought to be governed for their highest good. Let the parents bear this in mind, and give the teacher their sympathies. The teacher may, in a given instance, be worthy of censure for his treatment of his pupil, but in such a case, let the parents be careful, lest they injure their child, by taking sides with him, and giving him their sympathy too directly and vehemently. The writer of this article has had the difficult honor of acting in the capacity of a school committee-man. He may be allowed to insert the following from his memoranda of school-committee ncidents. The mother of a lad, from eleven to thirteen years

of age, entered a complaint against the teacher for mal-government of her boy. The teacher had punished the child for falsehood. The mother's anger was kindled against the teacher, and she knew that he was to blame. The committee-man promised that he would investigate the case, and let her know the results, at an appointed time, and that justice should be done to her and the lad. Upon a faithful examination, the committee-man found that the teacher had pursued a very wise and proper course in respect to the child. At the appointed hour, the father, instead of the mother, with the boy, called upon the committee-man to ascertain the results of his investigation. Immediately the father, in the presence of his son, flew into a passion, and while praising the child as incapable of doing a wrong, denounced the teacher as unworthy to remain a day longer at the head of the school, and called him by all the hard names he was able to command. At length said the committee-man to him, "Sir, as a father, do you know what you are doing to your child? Here he is listening to these your groundless and abusive remarks. You are teaching him a lesson for which, sooner or later, you will, I doubt not, be very sorry. Sir, your son has deserved the correction he has had at the hands of the teacher, and I most heartily sustain his teacher in his treatment of him."

The subject of this brief article is one of vast importance. Let it engage the attention of able writers.

CONCERT RECITATIONS.

THE concert recitation cannot be relied on as a test of the pupil's fidelity in preparing his lesson. Its proper uses and ends were well defined in the last number of the Teacher. It enlivens a class sometimes, and sends a thrill of sympathetic feeling through the school-room. This is well.

But the concert recitation has been unwisely used by many teachers, under the pretence that it saves time. Whole classes are trained to play parrot to the lips of the teacher, losing that which is most profitable to them — *the labor of acquiring knowledge.* In some branches whole classes are allowed to answer questions together, taking away all responsibility from individuals.

This does not save time. It *is* a saving of time to keep twenty *minds* employed instead of one. He is a skilful teacher who so conducts a recitation as to keep every member of his class mentally laboring and mentally reciting. But the concert recitation fails to do this. In this method, the question before the class will be first answered by the most intelligent or most studious pupil. A majority will catch the word from him and merely echo it. To test this, a geography teacher of some notoriety, in whose class there was a prompt leader, was

requested to stop his concert exercise and question his pupils individually. He did so, and, to his mortification, found that his *class* had no knowledge of the lesson. Fifteen out of eighteen were dumb. This was a bad case, but it shows the danger of relying on this kind of recitation. Many pupils will only echo what they hear, and in doing it will manifest no more intellect than the hill-side which repeats the child's halloo. Of what avail is it to make a short and rapid recitation and accomplish nothing. Every member of a class should be made to feel responsible for the whole lesson.

CONCERT THINKING.

ALL teachers have noticed a tendency, in all except the individual reciting, to relax the attention. To secure unremitted attention, especially in a large class, is a very difficult task. Yet the completely successful teacher must do it. All minds must be on the subject before the class, and work in unison. I term this *concert thinking*. I will venture to suggest a single method of securing this, which seems to me far better than the concert recitation. A class in Colburn's First Lessons is before you. Read a question before naming the pupil who is to solve it. A majority of the class will listen and begin their calculations. This is well. You name the operator. That *name* relieves half the class. They breathe freely again, and their slightly disturbed minds fall into a state of agreeable quiescence, till another question is read which may fall to them. Very few pupils will follow the successive steps of a demonstration made by another member of the class. In classes well-trained a part may do it. Is there any remedy for this relaxation of attention and wandering of thought?

The following method has been tried with uniform success. While the first pupil is proceeding in his demonstration, pronounce another name, and let the second continue the process, commencing where the first was interrupted. Before the work is completed, a third name may be called from another part of the class, and so on to any extent. This may be called *forcing* the attention, still it secures the object by keeping all minds wakeful and working.

This need not be done with every question, but often enough to make each pupil, and especially the heedless pupil, feel that he must hold himself in readiness to take the work in any stage of its progress. It is doubtless better, generally, that a single scholar follow the chain of solution, link by link, from beginning to end; but I am satisfied that the advantages of frequent division of the process will far outweigh the loss.

A similar course may be pursued in practical arithmetic, and in many other branches.

THE TEACHER AN ENTHUSIAST.

THE teacher can interest his classes only by becoming himself interested even to enthusiasm. A successful man in any calling must be an enthusiast. Nothing can supply the place of this in the school-room. The best methods and the most stimulating expedients will fail in the hands of an indifferent teacher. If the "Goddess of Dulness" presides over his brain, her drowsy influence will soon extend over his little kingdom — the school-room.

Enthusiasm is quite as contagious as gaping. You see it flashing from the eye of the orator to the soul of his audience. You see it spread like electricity from the heart of a Bonaparte, and kindling every heart in his vast army. You may sometimes see its enkindling influences in the school-room. An enthusiastic man guided by truth will always interest. It is impossible to resist the charm of earnest enthusiasm.

It is sometimes said that teaching affords no scope for enthusiasm. It is false — a libel on the noblest employment ever permitted to man. The teacher is a co-laborer with the *Great Teacher* whose text-book is creation. The design of all true teaching is to elevate. Every truth learned brings the learner nearer to the omniscient One.

Let no teacher be too modest to appreciate and "magnify his office." He is the prime Architect of society. He shapes the material, lays the deep foundations, and rears the massive frame work. Is there no scope for enthusiasm in training minds for every station in society? If *school-keeping* has been made a dull and monotonous business, it need not be so. *Teaching* cannot be so.

Blustering is not enthusiasm. It will not do the work of earnest and devoted enthusiasm. The still small voice, and earnest demeanor alone can make the schoolroom like the magic circle of the enchanter.

If the teacher's interest flags, there is a sure way to quicken it to new life. He must *work*. *Work* is the word. It is a certain remedy, and the *only* one. It is a blessed principle of our nature, that we soon love to do what we do habitually and in earnest. Here is the secret of enthusiasm in every pursuit.

We ever become heated by earnest pursuit. With what absorbing interest does the chemist pursue his processes of composition and decomposition, while the mere spectator or mechanical operator regards them with entire indifference. How completely engrossed does the mathematician become among his diagrams, formulas and abstractions. There are few subjects from which the mere looker-on would turn away with more indifference. It is a law of the whole creation, that action pro-

duces warmth. The head and heart of the schoolmaster are not exceptions.

The teacher should *work* in the daily preparation of his lessons. He cannot begin every recitation promptly and say and do just what he ought to say and do, without forethought. With it he will save time and do more finished work. But he will derive a greater advantage than this. His inventive powers will be aroused. Clearer explanations, new processes, and better illustrations will be discovered for every class. Let the teacher once begin to invent, and he is sure to be interested. Inventors are always enthusiasts.

He will become clearer and more prompt in his teaching. This is very important. If the teacher himself be ever at loss, never can he secure accuracy and promptness in his pupils. Besides, they will lose confidence in him. They should feel that his resources are inexhaustible. Scholars ought to feel that unbounded confidence in a teacher, which a skilful general inspires. Some teachers have been able to do it. By his own character he should make them feel that difficulties can be and must be overcome. Never should a teacher be conquered in his school-room.

Professor Buddingh, of Holland, on the eve of his return to Europe, addressed a letter to the President of the New York Board of Education, which is translated in the Christian Intelligencer. He speaks warmly in favor of our educational institutions, and thus of Normal Schools:

The welfare of the future depends on the Normal Schools. If their spirit be individualizing, self-disciplining, and religious, then the teachers trained there will carry the same spirit into the schools. Science, as I saw in the Normal Schools, is highly esteemed here, and in the Rutgers Female Institute this was shown in a most striking manner. But does science impress the heart? The heart, as well as the head, and the future calling of the pupil, must be kept in view, in a course of education. If the many scientific attainments of the Normal School teach this, it is indeed fortunate for America, and for future generations. "Knowledge is power:" may the Normal Schools always feel that the character of that power depends on Christian principles. I remarked with pleasure the religious spirit at the opening of the schools, and with great delight the exercises of the Sabbath school. If the same spirit pervades the whole system of instruction, and trains the heart, then in behalf of humanity I shall the more rejoice. In this respect I cannot but hope that America is in the way of rapid progress. What in European apprehension she now seems to want in personal instruction and training, will be speedily supplied whenever the necessity of it shall be generally felt.

HAMPDEN COUNTY TEACHERS' ASSOCIATION.

THE Hampden County Teachers' Association held its regular semiannual meeting at the Baptist Church in Westfield, May 9th and 10th, 1851.

The meeting was convened on Friday, at two o'clock, P. M., and in the absence of the President, Mr. W. C. Goldthwait, one of the Vice Presidents, was called to the chair.

The exercises were opened with prayer by Rev. Mr. Alden, of Westfield.

The Secretary read the report of the last meeting; after which, a committee, consisting of Messrs. P. B. Strong, D. S. Rowe, and M. C. Butler, was appointed to prepare and arrange business for the session, and Messrs. Miller and Ellis were appointed a committee to take the names of members present and make other necessary arrangements.

In accordance with the report of the committee, the attention of the Association was called to a lecture from John H. Thompson, one of the teachers of Monson Academy. The subject of the lecture was "The Future of New England," and the lecturer attempted to show that, notwithstanding her increasing inferiority in territory and population, New England might maintain her former ascendency in the Union, and exert a controlling influence upon the nation through her *educational system*. The necessity of Common Schools, High Schools, Academies, Colleges and Female Seminaries—the relations of these different institutions, and the part each had to perform—were discussed.

At the close of the lecture, remarks were made by several gentlemen upon the lecture and subjects suggested by it. Mr. D. S. Rowe thought that there was not sufficient prominence given to the moral part of education, and spoke of the danger of cultivating the *intellect* to the neglect of the *heart*. Rev. Mr. Alden spoke very eloquently upon the same point and upon the fearful consequences which have followed the neglect of moral training. Rev. Dr. Davis had some doubts as to the possibility of giving to New England such a controlling influence, and still more as to the desirableness of doing it. For his part, he did not care to have New England exert such a power over the nation.

Female Seminaries were discussed by several of the speakers, and, as at present generally conducted, severely condemned. The injustice of depriving young ladies of the advantages enjoyed by young gentlemen, and the need of colleges for young ladies, were very forcibly set forth.

At five o'clock, the Association adjourned to meet again at half past seven.

A lecture was then delivered by C. S. Pennell, of Charlestown,

and remarks were made by Rev. Dr. Davis, Rev. Mr. Alden, and Messrs. Greene, Strong and Beckwith. It would be impossible to do anything like justice to the lecture or the remarks which followed, by any abstract. The speakers were listened to with deep interest by a large audience, and the impressions made upon the minds of all present, cannot fail to be most useful and lasting. Among other subjects, the importance of cultivating a love of Nature, of developing the moral sentiments, and of forming habits of thought and reflection, was very ably and forcibly presented. The Association adjourned to meet on Saturday, at half past eight.

Saturday, May 10th, 1851, the Association met according to adjournment and was called to order by the President, Mr. W. W. Mitchell, of Chicopee.

According to appointment, Mr. S. S. Greene, of Boston, delivered a lecture upon Reading. Mr. G. considered that the great defect in reading, as taught in our schools, is a want of thought. This defect commences when reading commences, and affects our whole system of reading. Children are not required to have an idea of the meaning of the words, and if they pronounce correctly and mind the pauses, it is considered sufficient. The great requisite is that scholars should think. The thought should stand out as the prominent thing, and everything else should be subordinate. If a scholar feels what he reads, he will hardly fail of giving the right emphasis and inflection. Mr. G. gave an interesting account of the method of teaching reading pursued in the schools of Switzerland.

A discussion followed upon the best way of teaching beginners in reading. Mr. Parish, of Springfield, was in favor of a combination of the two methods—by the names of the letters, and the power of the elements. The child must be taught the names of the letters, and the way to combine them. Mr. P. thought that much unnecessary ridicule had been thrown upon the old method of combining the letters by name. The names must be known, even though they do not represent the sounds. As to the question whether the names or powers of the letters should be taught first, it would seem more simple, as a letter may have different powers, to teach the names first. This would be in accordance with the general rule, to point out the great division first, and the subdivisions afterwards.

On the other side, it was strongly contended by several speakers that the *powers* should be taught before the *names* of the letters. Mr. Greene maintained that here, as in reading, the essential thing was the idea, and that, as the idea should precede the word, so the sound should precede the name. The scholar should first be taught the elementary sounds, and the names are of secondary importance. Mr. Rowe explained, at some length,

the method of teaching beginners by the sounds, and several testified to the success with which this method had been followed.

Some very interesting statements were made by Messrs. Mitchell, Stone, Pennell, and others, in regard to the method of teaching reading recommended by Mr. Greene. They had adopted this method to a greater or less extent, with the best success. Classes had been drilled by some of them, for several weeks, upon a single piece. In such cases, it was found that the scholars felt more interested in reading,—entered into the spirit and appreciated the beauties of the piece, and made more improvement in reading, while at the same time they were acquiring knowledge and forming the best habits of thought and reflection. A remark made by Mr. Pennell in his lecture, that a scholar who could read understandingly, half through any of our reading-books, had a good education, was fully endorsed.

Messrs. Rowe and Parish spoke in high terms of commendation of the Massachusetts Teacher. The high literary character of this magazine—its claims upon all the friends of education for support, and its indispensable importance to every teacher, were very forcibly presented.

It was voted that the time and place for holding the next meeting be left with the Directors.

It was voted that the thanks of the Association be presented to the lecturers;—to the W. R. R. Superintendent, for furnishing the members with free tickets;—to the Baptist society, for the free use of their church;—and to the citizens of Westfield, for their generous hospitality to all in attendance.

At 12 o'clock the Association adjourned, to hold its next meeting at such time and place as shall be appointed.

There have been meetings of the Association more fully attended, but few, if any, more interesting or profitable; and the teachers present will long remember with pleasure, the meeting, and their brief but pleasant stay among the citizens of Westfield.

JOHN H. THOMPSON, *Rec. Sec'y.*

POWER OF EARLY INFLUENCES.

AMONG the cliffs of the Andes, a child's hand may turn the course of the Amazon. But let it flow onward three thousand miles, swollen by the influx of a thousand tributaries, and there is but one power in the universe that can turn it from its broad and deep-worn channels.

So the mind, in the beginning of its career, is yielding and takes its direction from the slightest influences. So, too, when the channels of thought and feeling have become broad and deep, *it* spurns control and bows to nothing but Omnipotence.

For the Massachusetts Teacher.

THE EXAMPLE OF THE TEACHER BETTER THAN PRECEPT.

If it be true that children are emphatically creatures of imitation, it is equally true that they will copy after no one sooner than the teacher.

Although both may be mutually unconscious of the fact, yet there is a picturing of the feelings, the habits, the principles, in short, the very self of the teacher upon the mind of the child; not to remain for a few brief months, and then to be obliterated, but to form an essential part of his future character, and to determine his usefulness and destiny.

The teacher should be a living example, known and read of all his pupils, not only in great, but in little things. The scraper at the door, the brush and the mat, should not be passed by him unused, unless he would have his pupils enter the schoolroom with unclean shoes. He should not take the liberty to do things inimitable by them, because he is the "*master*," but should remember that he is also, or *should be*, the *model*.

What teacher, habitually or occasionally tardy at school, can successfully enforce the duty of punctuality? He may reverse the pointers upon the clock, but he cannot reverse the silent decision of his pupils. "He is late."

We have known a teacher to punish scholars for eating nuts or fruit in school, while he treated himself to them without "note or comment." And — "tell it not in Gath" — shall we be pardoned, if we say that we have *heard* of teachers lecturing their pupils very eloquently upon the evil of using tobacco, drawing their arguments from the laws of health, of mind, of morals, and, not least, the purse, and yet who make free use of the article themselves?

We trust such things are becoming less common, and for the *honor* of our profession, yea, for its *respectability* we hope that the time may not be distant when no man who has to do with the tastes and habits of the young, will be found a slave to so useless, injurious, and filthy a habit as that of using tobacco.

Fellow teachers, let us unite our influence, precept and example, to banish not only from the school, but ultimately from society at large, this evil.

Again, it is the *doing* and not the *professions* of the teacher that will tell upon the intellectual life and progress of his scholars. He may tell them how much he desires their good, and what sacrifice he would make to promote it, or of the beauties of knowledge and the ills of ignorance, of the Newtons and Franklins they may all become, of the flowery path that leads to the dome of that temple so inviting to their footsteps, and crowned

with profusest honors; all this will please for the moment, but it will not be that good seed which shall bring forth much fruit. Let pupils see that the *labors* of their teacher are unceasing, and his efforts for their good untiring; that he does not value an extra hour, or, occasionally, an evening, if so he may render them some needed assistance; let them see that fixed and constant interest in their every task, and even in their innocent amusements, which witnesses that his *heart* is with them in all things, and he will not long feel that he is laboring in vain, or that his efforts are unappreciated by both parents and pupils.

No less in his moral influence should the teacher be a *practical* man. Here, above all else, should he *know* what he does. Time will fail to unfold the results of his labors; eternity, alone, will be sufficient.

Would he cultivate a strict observance of the sabbath, reverence for the Bible, for prayer and other religious services — a scrupulous regard for truth even in most trifling things — respect for the aged, the virtuous poor, and pity for the unfortunate — a spirit of universal benevolence, of charity, of forgiveness — a disposition to deal justly and love mercy; — in short, would he create and foster those deep and pure sentiments and principles which characterize, in the best sense, the man and the Christian, let him exemplify in himself, not only in every thought and word, but in every *deed*, the *true man* and the *consistent Christian*.

But where shall he find sufficient reward for all his self-denying efforts, his watchings, his anxiety, his toils, his patience, his counsels?

Let not the faithful and successful teacher fear for his recompense; though it seem to tarry long, it shall not be forgotten. As he follows his numerous charge from the school-room to the arena of life, and sees the seed that he has sown, springing up around him and bearing the fruits of honorable and useful living, he enjoys his highest earthly reward.

Upon his tombstone shall be inscribed, "*He hath done what he could;*"— upon the heavenly record, — "*Well done.*"

Rockport, May, 1851. C. H.

PUNCTUALITY.

I "give it," said the late Dr. Fisk, "as my deliberate and solemn conviction, that the individual who is habitually tardy in meeting an appointment, will never be respected, or successful in life." There is some severity in the remark; but we endorse it as a truth sustained and corroborated by history and observation, which in our short life we have been able to make, and which the experience of none can possibly invalidate.

SPEAK NOT A BITTER WORD.

Wouldst thou a wanderer reclaim —
A wild and restless spirit tame?
Check the warm flow of youthful blood,
And lead the erring back to God?
Pause, if thy spirit's wrath be stirred,
Speak not to *him* a *bitter word.*
Speak not — that bitter word may be
The stamp which seals his destiny.

Though widely he has gone astray,
And dark excess has marked his way,
There still is hope — but oh! beware!
Reform must come from kindly care.
Forbid thy parted lips to move
But in the gentle tones of love:
Though sadly his young heart has erred,
Speak not to him a *bitter word.*

His fiery spirit will not brook
The stinging tooth of harsh rebuke;
His passions, used to loosened rein,
Will fret, if roughly curbed again.
Thou wouldst not goad a restless steed
To calm his fire, or check his speed:
Then let no angry tones be heard,
Speak not to him a *bitter word.*

Go to him kindly — make him feel,
Thy heart yearns deeply for his weal;
Tell him the dangers thick that lie
Around his widely devious way!
So shalt thou win him, — call him back
From pleasure's smooth, seductive track,
And warnings thou hast mildly given
May guide the wanderer to Heaven.

THE CHILD IS FATHER OF THE MAN.

'Tis a fond yet a fearful thing to rule
O'er the opening mind in the village school;
Like wax ye can mould it in the form ye will,
What ye write on the tablet remains there still:
And an angel's work is not more high,
Than aiding to form one's destiny.

ESSEX COUNTY TEACHERS' ASSOCIATION.

THE twenty-first semiannual meeting of this Association was held at Ipswich on Friday and Saturday, April 18th and 19th.

Notwithstanding the inclemency of the weather and the inconvenience of access, the meeting was well attended. A lecture was delivered by Mr. Charles Wheeler, of Salem, on the Duties of School Committees, Teachers, and Parents, to the Schools; by Thomas Cushing, Jr., of Boston, upon the Comparative Results of the Present Educational Appliances and those of Former Times; by Mr. Marshall, of N. Danvers, on Drawing in Schools; and by G. A. Walton, of Lawrence, on the Teacher's Preparative Resources.

The following topics, suggested by the lectures, elicited animated and profitable discussion, sustained by members of the Association and others: The Teacher as a Man; Teaching as a Profession; Range of Studies; Compromises in Education and Discipline; Implicit Obedience; Quietness in School; Normal Schools; Teacher's Institutes; Associations; Bible in Schools; So-called Innocent Games; Phonography; and Progress necessary to the Teacher.

A Report was presented by Charles Northend, Esq. Chairman of Committee on School Supervision, which was discussed at length, and finally recommitted, to be acted upon at the semiannual meeting in October.

Mr. Putnam, of Salem, moved an amendment to the Constitution, which will admit of the annual meeting's being held on the Friday and Saturday succeeding Fast Day. The object of this amendment is to avoid an interruption of the schools.

The following resolution was unanimously adopted.

Resolved, That the thanks of the Association be presented to the several gentlemen who have favored us with lectures — to the Eastern and Essex R. R. Companies for extra accommodations — to the County Commissioners for the use of the Court House — to the Selectmen of Ipswich for the use of the Town Hall — and to the citizens of Ipswich generally, for hospitalities so freely extended to the Association.

Having sung Old Hundred, the Association adjourned at 11 o'clock, on Saturday, to meet in October at S. Danvers.

GEO. A. WALTON, *Rec. Sec.*

Lawrence, April 22d, 1851.

A DIALOGUE FOR 1843. "HENRY, *my* father says the world will be all burnt up next spring." Thomas very moderately and thoughtfully replies — "Well, I do n't care. Our folks are going to Ohio."

"THE ALGEBRAIC PARADOX."— WHERE IS THE "FALLACY?"

It seems to me J. S. E. and H. T., in the October and February Nos. of the Teacher, have failed to point out the errors, and the question is yet to be explained.

I regard the work as strictly correct in every sense of the word, till you substitute a for x in equation. I do not see the fallacy in passing from the fourth to the fifth. I admit that the equation may take the form of $\frac{0}{0} = \frac{0}{0}$; but no fallacy can be shown from Prof. Chase, who says "this expression may therefore represent any quantity whatever;" for by representing any quantity whatever does not forbid its representing a particular quantity in some cases. Neither is it shown by Prof. Whitlock, because in this case we cannot consider it "in itself abstractly;" and although so considered, it may have "no meaning at all," when we attach to it no "idea independent of its origin," it must have a meaning, for we have the origin. Nor can it be shown from Profs. Davis, Loomis, Hackley, and others, who give various examples showing that it "*may* express a determinate, an infinite, or an indeterminate quantity."

In the given example, J. S. E. has committed a serious error in his conclusion. The first equation, $\frac{a(x-a)}{x-a} = \frac{0}{0}$ reduced, is equal to a; in the second equation, $\frac{(x-a)(x+a)}{x-a} = \frac{0}{0}$ reduced, is equal to x+a, but is *not equal to* 2*a*, for x is not = to a. Now as there is no impropriety in this case, "in the equation a (x—a) = (x+a) (x—a), that is, 0=0," yet there is *no absurdity* in saying that the determinate values of the two fractions $\frac{a(x-a)}{x-a}$ and $\frac{(x+a)(x-a)}{x-a}$ are equal, for the first being a simple equation, its root is *a;* but in the second, it being quadratic, it has two roots, *and the root a being suppressed by the reduction*, we do not know what value to attach to x in the expression x+a. It may be zero, *and is* zero in this case, as I shall soon prove; and the equation a=x+a, instead of becoming a=2a, become a=0+a, or a=a.

I must beg leave to quote a sentence from H. T.'s communication, with an amendment. "In the October number, J. S. E. very *im*properly decides that the fallacy is in passing from the fourth to the fifth equation."

I must also beg leave to differ from H. T. To my mind the assertion that zero has no factors is false. I would also like to see a question proposed where the *algebraic solution fails* and a physical or geometrical one gives a rational result. I must also ask for the proof that every quantity into which 0 enters is rendered an absurdity. I have not at my elbow Chase, Whitlock, Davies, Loomis, or Hackley, hence cannot refer to the page, but will refer the reader to the principles admitted by all mathematicians.

It may be well, perhaps, before entering upon a discussion of this particular question, to illustrate some general principles applicable in this case.

Referring to the general theory of equations, it is important to remember that every equation has a certain number of roots; a simple equation has one, and *only* one; a quadratic *must* have two, and *only two*; a cubic three, &c., for higher equations: e. g., take the equation $x^2-5x=-6$, solving by the rule for quadratics we have for *roots* $x=2$ and $x=3$; that is, both will verify. Here we see that x in the original equation is a *representative* for two quantities, and this always *must* be the case in *every* quadratic.

Again, referring to the construction of equations, we find that every quadratic is or may be produced by the multiplication of two simple equations, and that each simple equation has its own root: e. g., take equations $x=2$ and $x=3$, transpose and multiply, and we have $x^2-5x+6=0$, or $x^2-5x=-6$. It is now evident that both roots will not verify each simple equation.

We will now discuss the "Paradox."

1. Let $x=a$, then,
2. multiply by x, $ax=x^2$,
3. adding $-a^2$, $ax-a^2=x^2-a^2$,
4. resolving into factors, $a(x-a)=(x+a)(x-a)$,
5. dividing by $x-a$, $a=x+a$,
6. *substituting a for x*, $a=a+a=2a$,
7. dividing by a, $1=2$.

It will be seen that equation 2 is a quadratic, and *must have two roots;* 3 and 4 are also quadratics; equation 5 is *reduced to a single equation* by *suppressing the root a, and can have but one root, which is* 0, for $(x-a)(x-0)=x^2-ax=0$; hence the roots are a and 0, and having suppressed a by the division, *we* have no right to substitute a for x *in equation* 6; and here is the fallacy, substituting 0 for x in equation 5, and we have $a=0+a=a$.

8. dividing by a, $1=1$.

V. L.

Franklin was an observing and sensible man, and his conclusions were seldom incorrect. He said, "A newspaper and a Bible in every house, a good school in every district, all studied and appreciated as they merit, are the principal support of virtue, morality, and civil liberty."

Wisdom allows nothing to be good that will not be so forever; no man to be happy, but he that needs no other happiness than that within himself; no man to be great or powerful, that is not master of himself. — *Seneca.*

WHY DO WE STUDY?

If the eyes of an old friend should chance to light on the title of this chat, they will not fail to recognize a favorite theme in the composition class. Many a dull brain has been cudgelled for ideas upon the all-important question, and many an hour of fear and trembling has preceded the reading of the delectable manuscript before an inexorable teacher. And after all, out of the eighty or ninety girls who listened to the disquisition, we question if more than a dozen had two right views of the matter, or fully understood to what end was all the money and the time given to the advancement of their education.

They were sent to boarding school, some because it was fashionable, others because their sisters had sat in their seats before them, and, taking prizes, had roused their ambition or their vanity to do likewise. Some there were pining for the indulgencies of a home from which they were separated for the first time, and others thinking but of the students who passed and repassed the seminary, and how they could manage to elude the vigilance of the teachers and convey a note to the favored one. Many plodded on with the dull spur of escaping disgrace, but the most who studied at all, did so because the task was set before them and they knew that a certain routine of study must be gone through with before they were to be admitted to the circle of "grown-up" society. And we doubt not but that it was a fair type of the many schools in which the young people of the present day are immured, treading a weary round of profitless instruction, because they see no aim beyond the school-room and its laws.

But the evil commences earlier. How few parents, or teachers either, take pains to explain to the bewildered little scholar that Parley's Geography is more than a collection of words and sentences to be learned by rote, and said without missing a word. That it has anything to do with them or their future movements, never for once crosses their thoughts, until with the simple effort of memory, their brain, like the land they are studying of, becomes "bounded by sky and water." And the long, hard spelling-lessons, so often the cause of disgrace, and tears, and despair of ever learning anything, leave the drawling of "ba-ker, baker," to show them that books and letters are written with words, and unless they know how to spell them, they will be shut out from much pleasure, as well as profit in future. And so with music; if the connection of scales and finger exercises, with brilliant passages, were explained, what new courage would be given to the weary little pupil to return to the dull pages of the instruction book.

Then to go on, as they advance in years and knowledge, ECW

the student that all they acquire is capital, as it were, for the great game of life; that "knowledge is power," and the more they hold, the greater will be their influence for good in the domestic circle, or out among men; that books are not the sole study, or the sole good — that they aid in the great work of education, but do not complete it. Present progress, as well as future perfection, is aided far more than the careless teacher would imagine, by giving to the student a solution of the problem, —"Why do we study?" — *Alice B. Neal.*

Mr. EDITOR, — I send you a new method of proving multiplication, which, I believe, has never been published. Its simplicity is its chief recommendation. If you think it worthy a place in the "Teacher," you may give it publicity.

For example: — multiply 462352 by 14379.

Direction.

1st. Add the units, tens, &c. of the multiplicand till less than 10. 462352=22=4

2d. Ditto multiplier till less than 10, 14379=24=6

3d. Multiply their sums and add the product.

4161168	24=6
3236464	
1387056	
1849408	
462352	

4th. Add the product. 6648159408=51=6

This method is easily acquired by the youngest pupils.

Seekonk Seminary.

But under whose care soever a child is put to be taught, during the tender and flexible years of his life, this is certain, it should be one who thinks *Latin and language the least part of education;* one who, knowing how much virtue and a well-tempered soul is to be preferred to any sort of learning or language, makes it his chief business to form the mind of his scholars, and give that a right disposition, which, if once got, though all the rest should be neglected, would, in due time, produce all the rest; and which, if it be not got and settled so as to keep out ill and vicious habits, languages and science, and all the accomplishments of education will be to no purpose, but to make the worse or more dangerous man. — *Locke.*

"Teach a child to *think for himself*, by which he can *learn how to learn*, which is the cream of all instruction, whether in school or out."

Resident Editors' Table.

Resident Editors. {JOSHUA BATES, JR. | J. D. PHILBRICK, } WILLIAM D. SWAN, GIDEON F. THAYER, } of Boston.

DIED,

IN this city, Mr. BARNUM FIELD, Principal of the Franklin School, aged 55 years. Mr. Field was a graduate of Brown University, and has devoted most of his life to the cause of popular education. For more than a quarter of a century he has been connected with our public schools. He was a faithful, able, and successful teacher; but his efforts were not confined to his own school-room. He was one of the pioneers in every thing which related to the good of the common schools. Mr. Field was a member of the Convention in Boston in 1830, which formed the American Institute of Instruction; and of the Convention at Worcester in 1846, which formed the Massachusetts Teachers' Association. He was constant in his attendance at all their subsequent meetings, and always took an active interest in their proceedings. At the time of his decease, he was engaged in preparing the History of the Public Schools of Boston. We trust the manuscript, which is nearly completed, will be placed in competent hands, that the work may yet be given to the public.

Mr. Field was buried from St. Paul's Church, and his funeral was numerously attended by his brother teachers, members of the city government, and many of his former pupils. The Masters of the public schools testified their respect for the deceased by the following proceedings:

TRIBUTE OF RESPECT.

BOSTON, MAY 9, 1851.

At a meeting of the Masters of the Grammar Schools, held at the Bowdoin School, on the 8th inst., the following resolutions reported by a Committee consisting of Messrs. George Allen, Jr., Samuel Barrett, and William D. Swan, were unanimously adopted.

A. ANDREWS, *Chairman.*

HENRY WILLIAMS, JR. *Secretary.*

Resolved, That we have learned with surprise and deep emotion the sudden death of our highly esteemed professional associate, Mr. Barnum Field, Master of the Franklin School in this city, where, for a quarter of a century, he has labored in the cause of public education, with distinguished skill, fidelity and success.

Resolved, That we should be culpably insensible to the virtues of our deceased co-laborer, whose merits we have known so well, did we not cherish in our memories his many estimable and noble qualities

as a man, a citizen, a neighbor and a friend — his reliable integrity, his conscientious purpose, his firm friendship, his generous heart, and his energetic hand.

Resolved, That in the death of Mr. Field, not only have we lost an esteemed associate, and his family a devoted husband and father, but the interests of education a discerning and efficient friend, the cause of truth and good morals a firm and fearless advocate, whose generous influence has long been felt far beyond the immediate sphere of his stated labors, or the city in whose employ he so usefully spent most of the years of his vigorous manhood: — and that, besides the consolation of his Christian hope, it is a solace, in his bereavement, to feel assured, that, not having outlived his usefulness where most known, it will continue even where he has been unknown, spreading its blessings in an ever widening circle, and still accomplishing a good which was the earnest, the constant and the growing desire of his heart.

Resolved, That we deeply sympathize with the afflicted family of our departed friend, and earnestly commend them to the protection and blessing of Him who is the God of the widow, and the father of the fatherless.

Resolved, That a copy of these resolutions, signed by the Chairman and Secretary, be presented to the family of our late brother, and also offered to the papers of this city for publication.

At a meeting of the School Committee the following special report was submitted from the sub-committee of the Franklin School:

It is with feelings of regret and sorrow that they announce to this Board the decease, after a short illness, of Mr. BARNUM FIELD, Master of the Franklin School Mr. Field was long a faithful servant of the city in the responsible office with which he was entrusted. His appointment bears the date of nearly a quarter of a century ago, and during the whole of the long series of years, he has been a devoted, efficient and successful teacher of our youth.

Many a young man has been trained under his influence to occupy stations of honor and usefulness in the community in which he lives, and many a young woman to fulfil becomingly the sacred duties which belong to a woman's elevated sphere.

The city has lost in him a worthy citizen and officer, a man distinguished by integrity, a conscientious purpose, and an unfading energy. The Committee cannot express their own estimate of the character of Mr. Field in better terms than those by which his co-laborers have chosen to express their respect for his memory — that in his death not only has his family lost a devoted husband and father, but the interests of education a discerning and efficient friend; the cause of truth and good morals a firm and fearless advocate, whose generous influence has long been felt far beyond the immediate sphere of his labors, or the city in whose employ he so usefully spent most of the years of his vigorous manhood, and that besides the consolations of his Christian hope, it is a solace, in his bereavement, to feel assured that, not having outlived his usefulness where most known, it will continue even where he has

been unknown, still accomplishing a good which was the earnest, constant and growing desire of his heart.

The Committee recommended, as a token of respect, that the salary of Mr. Field be continued to the end of the school year, for the benefit of his widow. W. D. S.

THE STUDY OF LANGUAGES.

A CARD. The undersigned who have attended Dr. Charles Kraitsir's recent interesting course of lectures on language, take this occasion publicly to testify their high estimation of the practical importance and beauty of the profound yet intelligible and simple views of the organic structure and reciprocal relations of the modern and ancient European languages, unfolded by him. In avowing the firm conviction they feel of the logical soundness and truth of his peculiar analysis of these languages, their sincere admiration of his extensive philological knowledge, his acute and philosophic reasonings, and the extraordinary aptness, clearness, and copiousness of his illustrations, they desire to express with equal earnestness their full belief in the great practical benefit which all teachers and intelligent students of languages will derive from an acquaintance with the striking facts, the wonderful analogies, and the comprehensive general laws of speech, which he exhibits.

Sensible of the great utility of his method of unravelling the grammatical and other perplexities and obscurities of languages, and of the powerful aid which every scholar will receive, even from the very outset, from his clear analysis of the real significance of the elemental parts of speech, and his developments of the close but seldom-taught affinities of the languages most cultivated, by aid of which they are made to translate each other almost spontaneously, the members of his class take the liberty, through this medium, of recommending strongly to all who are interested in acquiring the ancient or the modern tongues, the masterly and pleasant lessons of Professor Kraitsir, and they unite in the expression of an earnest wish that he may be induced, by indications of a fuller appreciation of his labors, to resume his series of lectures on a scale yet more extended.

The following committee was selected by the class, to give the foregoing statement of their sentiments and wishes suitable publicity.

HUBBARD WINSLOW,
HENRY D. ROGERS,
JOHN W. JAMES,
WILLIAM WESSELHOEFT,
JOHN D. PHILBRICK,
FRANCIS L. CAPEN.

— *Boston Transcript.*

COMMON SCHOOL LIBRARIES.

[From the Report of the Superintendent of the Public Schools of the City of Kingston, U. C.]

NEXT to providing the means of instructing the youth who attend these schools, common school libraries are of the greatest importance. Ten years hence the school-boys of to-day, will be the active men of the community, — our mechanics, our artisans, — with here and there powerful intellects, making themselves the organs of our thoughts; wielding power at our elections, and stamping with the impress of their own image our public acts — diffusing through the community good or evil — conferring upon a future generation, the blessings which we, in the full fruition of the present ought to enjoy, or entailing upon them ignorance and its attendant train of evils. If common school libraries were established, I believe it would be a boon to the community, the value of which cannot be too highly estimated. Connected with the libraries there might be philosophical and chemical apparatus, small cabinets of minerals and shells. Natural philosophy and physiology, than which no more important science can be learned — the use of the globes — the elements of astronomy — linear drawing and vocal music, are amongst the branches that I would wish to see taught in the common schools. Is this too much, or must a common school education be limited to reading and writing, and a knowledge of the rule of three? The march of progress is onward; the ideas which have hitherto governed us in regard to education for the whole community, have gone to the past — the narrow views that would limit the light of science to a few, and that would shut up and seal the fountains of knowledge from the mass — to make them inaccessible to the poor, struggling aspirant for distinction and fame, — have all given away to an enlightened philanthropy — a more generous and paternal feeling, that recognizes in the humblest a right to approximate to the Divine image, not only in His great characteristic, holiness, but in His equally great attribute, intelligence."

LETTER TO THE PUBLISHER.

I NEED much a book of Geometry in which theorems and problems are interspersed in their natural order, in which there is nowhere any use made of any problem, theorem or any thing else that is subsequent, in which the construction of the diagrams necessary to demonstrate the theorems does not require subsequent problems or theorems or other knowledge, in which no truth necessary (directly or indirectly, expressly or by implication), in any demonstration or construction, is demonstrated

subsequently; in which ideas precede names; in which perpendiculars, parallels, &c., are constructed before they are defined, as children are born before they are named, and as God is said to have made animals before he required Adam to name them; in which things shall follow in "natural sequence," and "the possible existence and characteristic property of any object considered shall be established previously to forming its definition," in which the author "does not suppose a line drawn until he has first demonstrated the possibility and pointed out the manner of drawing it; in which a more difficult proposition is not made an axiom to demonstrate one less difficult; in which the word make or construct is used instead of the word "let" or "suppose."

It is said Euclid does not anticipate and always shows the manner of construction. In theorem 6, book 1, (Simpson's edition,) he does not tell us that each of the equal angles, B and C, must be less than a right angle, or quote his famous 12th axiom as the reason why they should be less than a right angle. In constructing diagrams, I am constantly using two propositions. If the line between the centres of two circles is less than the sum, and greater than the difference of their radii, their circumferences will intersect once and once only on each side of it. If the radius of a circle is greater than the perpendicular from its centre to a line, its circumference will intersect the line once and once only on each side of the perpendicular. These propositions are needed, and therefore indirectly assumed as true in most books long before their demonstration. Will some of you give me the information and advice I need on the subject, and much oblige one who will be most thankful for the kindness, and most happy, if able, to reciprocate it?

J. G. E.

Faison's Depot, Duplin County, N. C.

I need also a book of Geometrical Problems, but have not been able to get one. Where shall I? Its title, &c.?

May 3, 1851.

PLYMOUTH COUNTY TEACHERS' ASSOCIATION.

A SEMIANNUAL meeting of this Association will be held at North Bridgewater, on the second Friday and Saturday, the 13th and 14th days of June, 1851. A lecture will be given on Friday afternoon, by His Excellency George S. Boutwell, Governor of the Commonwealth. J. W. Hunt, Esq. of Plymouth, and B. Sanford, Esq. of Bridgewater, will also lecture before the Association. All persons interested in the cause of education are earnestly invited to attend.

RICHARD EDWARDS, *Secretary.*

Bridgewater, May 12th, 1851.

THE

MASSACHUSETTS TEACHER.

Vol. IV. No. 7.] JOHN D. PHILBRICK, Editor of this Number. [July, 1851.

PARENTAL TRAINING.

Philip, king of Macedon, when his son Alexander was born, immediately despatched to Aristotle, the most learned philosopher of that day, this message: —

"Know thou that a son is born to me, for which I thank the gods, not so much indeed, because he is *born*, as because it has happened to him to be born in your day. For I hope that it will turn out, that, educated and instructed by you, he will show himself worthy of his parentage, and of the imperial sovereignty which I shall leave to him."

This brief epistle has been preserved and transmitted to us through many centuries as a proof of Philip's wisdom and foresight. And to the educator it is sufficient evidence.

In Roman story, we read of a Cornelia, the noblest of all the noble Roman matrons. Her wise devotion to the education of her children was what embalmed her name and shed upon it an unfading lustre.

She was married to Sempronius Gracchus, and was left, on his death, with a family of twelve children, the care of whom devolved upon herself alone. The royal hand of Ptolemy, king of Egypt, was offered her in marriage, but declined lest her attention should be diverted from the education of her children.

Having lost all but three, one daughter and two sons, she gave up her whole time to these, and, as Plutarch informs us, she brought up her two sons with such care, that, although they were of the noblest origin, and had the happiest dispositions of all the Roman youth, yet *education* was allowed to have contributed more than *nature* to the excellence of their character.

All have heard how the vain Campanian lady, being on a visit to Cornelia, displayed to her some very beautiful ornaments which she possessed, and desired the latter, in return, to exhibit hers; and the Roman mother, seeing her children coming in from school, pointed to them, and exclaimed, "*Haec ornamenta mea sunt*," — *These* are *my* ornaments.

In honor of her virtues as a mother, in moulding the charac-

ter of her sons, the Roman people erected a statue to her memory, bearing this appropriate inscription: "Cornelia, mother of the Gracchi."

Examples similar to these, though less famous, abound in history to show that the wisest fathers and the wisest mothers are known by the pains they take in the education of their children. Men of eminence, indeed, in the various professions and pursuits of life, there have been, and women of high consideration in society, who have trained up their children in the way they should *not* go, who have neglected to provide for them a good education. There have been too many such; there are too many such now. But then parents of that description are not, properly speaking, *wise* fathers, and *wise* mothers. To call them *wise* would be an unpardonable abuse of language. They are very *unwise*.

For it is the office of wisdom to preserve a due proportion between objects and efforts, or, in other words, it marks objects at their true value. And if any one pays for an object a higher price than wisdom has set upon it, he is not wise. Now wisdom never yet marked down the value of education, below any of the ordinary objects of ambition. She has always held it up, on the contrary, as the pearl of great price. Her language is, "Receive instruction and not silver, and knowledge rather than fine gold." "For the merchandise of it is better than the merchandise of silver, and the gain thereof than fine gold."

Those parents, therefore, who, after securing the bare means of subsistence, bestow their time, their strength, their talents, upon any other object whatever, at the expense of the education of their children, cannot be said to act according to the dictates of true wisdom.

For what shall it profit them, though they gain the whole world, and leave their children a prey to ignorance and vice, and find too late for remedy,

> "How sharper than a serpent's tooth it is
> To have a thankless child."

And what can a child have to be thankful for, if deprived of a proper education, that blessing without which all other blessings lose their value? Better for parents to live in the poorest tenement in the obscurest corner of the earth, training up their children in knowledge and virtue, than to dwell in the splendid palace of the millionaire, surrounded with all that wealth can buy, bringing them up in slothful indolence, the slaves of appetite and passion, and without any suitable preparation for the duties of public or private life. Now parents desire to promote the happiness of their children. This is universally the case. It is the strongest sentiment that heaves their breast. For their children they live and toil more than for themselves, and if

they do not take that pains in the education of their children which they ought, it is simply because they do not see clearly what education is, nor comprehend its power in forming the human mind and character.

We should not content ourselves with low and narrow views of this subject. We should not look upon it as nothing more than a knowledge of the elements of learning. We should not regard it as a mere apprenticeship in the art of earning a living, or of accumulating an estate. Let us not think, with the Pennsylvanian Dutchman, that a lad is sufficiently educated when he can navigate a boat to New Orleans and count a hundred dollars.

Where this inadequate and degrading conception of the nature and true objects of education is entertained, of course but feeble efforts will be made to secure its blessings.

It is important that enlarged and liberal views on the subject of education be widely disseminated in the community, in order to secure to it that attention which it deserves; for no great social improvement can be carried forward unless the great mass of the people move in the work. We need a wide-spread and living faith in the capabilities of education — in what it has done, and can do, for the individual and the community. Let this object be accomplished, and education would soon be placed upon the eminence where it belongs. We should have no more indifference upon the subject. We should then hear no more complaints that it was a hackneyed theme, any more than we do now that the Gospel is a worn-out tale.

When we reflect that it is education that forms the character of the child, and determines, in a great degree, what he is to be, it assumes a vast importance. And when we reflect that education has been the principal agent in making us what we are personally, that is, in forming our intellectual, moral, and physical characters, the importance of the subject is brought home distinctly to our own bosoms and business. Let a person ask himself the question, "What am I? or to what do I amount, after taking an accurate account of my personal character, in every respect?" Can any thing be more important or interesting to him than the answer to such an interrogatory?

For what other claim has an individual upon our respect and esteem, except that which is founded in his character — on what he is? For my part, I repudiate all other ground of consideration. Do you plead in his favor, his elegant and tasteful attire? I know that a tailor cannot make a man, nor a French milliner a woman. Do you point to his bland and courteous manners? I know a man may "smile and smile and be a villain." Do you tell me of his splendid dwelling and sumptuous fare? But I know

that stately palaces have been reared with the price of blood, and that the supplies of the luxurious table are sometimes wrung from the hard hands of honest industry, or subtracted from the pittance of the widow and orphan. Does he

"Boast the pure blood of an illustrious race?"

True, but

"What can ennoble sots, or slaves, or cowards?
Alas! not all the blood of all the Howards."

I shall not be satisfied till you show me what manner of *person* he is; whether he is intelligent, honest and benevolent, whether his life is regulated by pure and lofty principles, or whether he is ignorant, deceitful and selfish, and governed by the base animal propensities of his nature.

But what is it but education that forms the mind, that moulds the character? This is its appropriate business. It is its office to take the new-born infant, and so to bring it up, that at the period of maturity it may be given to society, having a sound mind in a sound body, "and fitted to perform justly, skilfully and magnanimously, all offices, both private and public." And this it does by furnishing the proper food and exercise for the physical and mental systems, by protecting them from hurtful influences, and imparting useful instruction. It is not antagonistic to nature, but auxiliary, developing and perfecting the innate faculties and powers. It aims to bring man into harmony with the laws of his being, and to make him obedient to the obligations which his relations to his Creator and to his fellow beings impose upon him. When the results of education become embodied in poems and histories, in the telescope and compass, in steamboats and warehouses, in railroads and telegraphs, in the press and the school, in statues, and paintings, and edifices, and in the various comforts, conveniences and embellishments of life, they are denoted by the complex term, civilization. Hence we see that it is education that makes the existing difference between the nations of the earth, — education, of course, considered in its most comprehensive sense, as embracing all the influences which have been operating upon successive generations since the creation. Compare the savage cannibals of the South Sea Islands with those men and women who compose the most cultivated and elevated circles in this favored city. Education makes the difference. Compare with the tall, erect, muscular, well-formed, intelligent Anglo-Saxon, the wretched Australian, with his gaunt body, his lean members, his bending knees, his hump back, his projecting jaws, destitute of clothing, without a local habitation, and possessed of no means of subsistence, save the spontaneous products of the earth. Education makes the difference. Considering the great power of education in forming, transforming, reforming and in-*forming* the human mind, it has been held by some philosophers

that man is wholly the creature of education. It was a favorite dogma of Locke, and adopted and advocated by Rosseau, that the mind of the child is mere white paper, upon which the educator can write what character he pleases. These are undoubtedly extravagant maxims. But then if they are errors, they are comparatively harmless ones, for in this case it is better to believe too much than too little. The fatal error lies in the opposite extreme, in trusting altogether to nature, and expecting nothing from training.

It is education, then, that causes the difference between races and nations; and if education does not cause all the diversity which we discover between individuals of the same family or the same community, it does cause a greater share of it than nature. Let us take a survey of society around us and see if it be not so. Let us go into the shops and parlors, the counting rooms and offices, on 'change and into the bank, into the literary circles, the halls of legislation, and the oyster saloons, or take a seat by the side of the occupant of the judicial bench, or on the cart by the side of the city scavenger. Let us trace the history of the individuals we meet with, from their cradles to the present time, and see if we are not forced to the conclusion, that they are what they are, rather in consequence of the circumstances which have surrounded them, that is, their education, than by the decree of nature.

What a lesson do considerations such as these, read to parents! — for the responsibility rests primarily with them. It is for them to determine whether their sons shall be fit for governors, or only qualified for the most servile occupations.

To descend a little from this general view of education, suppose we enter a large school, and make a careful examination of the characters there. Suppose we range the scholars in a file, according to their docility and fitness to proceed with the work of intellectual culture. The difference between the one at the top and the one at the other extreme, would be as great as that between the child of ignorance and the orang-outang. While the best one would seem but little lower than an angel, the worst would seem but little higher than a fiend. This disparity is not attributable to the school, for though subject to the same influences, and admitted to equal privileges there, much more care and strength has been bestowed upon the perverse child than upon the docile one. What has put this great gulf between these extremes? — nature, or home training? Both may have had a share in it, but this is certain, that parental training has had a very *large* share in it. This also is certain, that nearly all the perversity which the teacher has to encounter comes from defective parental training. The teacher is placed in a position where he can see at a glance what the character of home culture is. The child is a faithful representative of his

home sentiments, which he is all the while unconsciously embodying in acts. I have in my mind's eye a lad whose parents spare no pains to instil into his mind right sentiments, and to direct him in the formation of his habits, and the results are wonderful. He is the ornament of his school, and the delight of his instructors. What is needed above all things in education at this day is that such examples be multiplied. For it is to be feared that home training has not in all cases kept pace with school education. It is to be feared that many parents have imagined that the secular and sabbath schools rendered it unnecessary for them to bestow much care upon their children at home, and that they have supposed the weightiest part of their responsibility removed.

The historian of the reformation informs us that in the time of Luther, it was firmly believed by the superstitious and deluded victims of ecclesiastical corruption, that they could purchase the salvation of their deceased friends at a fixed market price, and that when the almighty coin rung upon the bottom of the iron coffer of his Holiness, the suffering souls immediately came forth from their prison-house of woe and darkness, and entered into the brightness, glory and joy of paradise.

And the thought has occurred to me, whether there were not some parents among us who practise upon themselves a similar deception in relation to the temporal salvation, or, in other terms, the education of their children. Some have seemed to me to say, by their actions, that when their school-tax was paid they considered their children safe. It is not to be supposed, of course, that any actually place on file their paid tax bills with the view to use them to balance the account with conscience in case of a failure on the part of a child to come up to a reasonable standard of virtue and intelligence. But do they feel sufficiently their personal responsibility in the training of their children? Do they not put too much confidence in unaided foreign influences, and neglect to some extent home influences?

They know that a great revolution has been made in education, that schools have been greatly improved, that costly and convenient buildings have been erected for their accommodation, that the method of instruction and discipline are of a much higher style than formerly, that teachers are generally better qualified and more devoted to their business, and that school committees are for the most part vigilant and faithful. They look over the annual report. The schools are represented as in a good condition, and still rapidly advancing in the march of improvement. Their children's names are enrolled in these excellent schools; all must be right, all must be safe, and the arms are folded in security. This is a fatal mistake; nothing can be right, nothing can be safe, unless all is right and safe at *home.*

PHYSICAL SCIENCE.

THE study of the phenomena of nature deserves a prominent place in the estimate and regard of the instructor. A knowledge of natural laws, of their application and general operation, is not only requisite to successful teaching, but teaching, we venture to say, cannot be successful without it. The teacher who in the highest degree develops the thinking, reasoning, and imaginative powers of his pupils, according to a vigorous and healthy system, best discharges the high functions of his office. The ready and accurate repetition of the words of the text-book is not considered a perfect recitation in any of the studies taught in our schools. A recitation to be interesting or instructive to the pupil, to be at all interesting to the teacher, should be a clear, vivid, and animated description of the *ideas* embodied in the text. Words of themselves are merely the lifeless symbols, the shells, simply, that inclose thoughts: and there is a wide difference between imparting the one and the other. Let a class of scholars, then, form the habit of breaking these shells and grasping the thought, of revolving in the mind the *sentiment*, rather than the sentence, and the most careless observer will soon discover the manifestations of interest, progress, and mental power.

Now a full acquaintance with the various departments of physical science, more than any thing else, we think, fits the teacher for quickening and eliciting this inquisitive disposition in the pupil, and for establishing this invaluable habit of study. There is hardly a subject that arises for discussion in the schoolroom on which it does not throw its genial and enlightening rays. A mind well stored with its principles and facts is a fountain from which rich and apposite illustrations may be constantly drawn for the explanation and illumination of the topics which come under notice. Let the exercise, for instance, be a lesson in reading. To obtain the full benefit, to say nothing of the enjoyment, from the reading of an extract, each member of the class must have followed not only the words, but the *mind* of the author; must have pictured in their own minds the same scenes which the author himself saw or imagined, and of which the piece before them is a description. There is scarcely a sentence, particularly in narrative and descriptive pieces, which will not, if critically examined, originate questions, which can be fully and satisfactorily answered only by a mind well versed in physical science; which questions, if thus answered, will incite the pupil to new diligence, new efforts at investigating, new desire to accumulate such knowledge for himself.

The successful teaching of geography calls for constantly re-

peated draughts from this source of knowledge. The language of wisdom is clear, simple and perspicuous: the thorough understanding and perfect comprehension of a subject in all its relations, enables the instructor to impart a definite, complete and obvious idea; without this perfect comprehension on his part, his explanations will be more or less cloudy and obscure. The solid body of the earth, with its mountains and valleys, its rivers and volcanoes — the sea, with its tides and currents, and multiplied relations to the continents — the atmosphere, with its winds and clouds, meteors and haloes — the relation of the earth to the other planets, and of all to the sun, — are all of them topics on which the interest of any pupil may be awakened and his attention fixed, by the liberal and judicious employment of this mental treasure.

But the effect of the study of the science on the mind of the teacher himself is eminently beneficial. After spending the best portion of his time and energies in the school-room during the day, he feels little inclination to apply himself vigorously to the performance of new tasks in the evening. Unable or unwilling thus to exert his mental faculties, confining himself to the routine of professional duties, there is a danger — there is a strong probability, that his intellectual growth will be slow and uncertain, and that his range of thought and investigation will become narrow and circumscribed. Some, discovering this tendency of their profession, mingle freely in society, and interest themselves in the business and political pursuits of the community; others devote themselves to literary pursuits not intimately connected with their department of labor. Neither of these courses is adapted to securing to the teacher an eminent reputation out of the school-room, or in it. But if he can select and pursue with zeal some species of study which shall naturally blend with his duties to his school, this desirable result may be happily attained. What other study harmonizes so well with his professional duties and avocations, as that of physical science? Every phenomenon observed, every principle investigated, every problem solved, every fact accumulated out of the school-room, can be reproduced, and most advantageously reproduced in it. The very exercise of the faculties implied in the prosecution of this study, expands and liberalizes the mind. No one can devote himself to the investigation and analysis of the operation of those laws which pervade and govern the various forms of matter which unite to form our earth, until he fully perceives and appreciates the actual existence and reality of what Mr. Guyot denominates "*the life of the globe*," without daily enhancing and increasing, not only his intellectual capacity, but also the domain of his enjoyment. The wearied mind may refresh and renew itself by meditating upon those sublime prob-

lems which Astronomy proposes to her votary; by experimental solution of chemical and mechanical theorems; by the actual survey of geological tablets of history; by the frequent beholding of the wonderful revelations of the microscope. Thus may amusement, enjoyment, and improvement, be happily obtained in the pursuit of a kind of knowledge which not only enriches its possessor, but benefits the world. P. W. B.

For the Massachusetts Teacher.

EMPLOYMENT IN THE SCHOOL-ROOM.

BY J. H. HANAFORD.

LABOR is a prominent end of life. Since it is so intimately connected with our happiness and usefulness, correct views of it and proper habits formed in early life, will vastly increase the sum of human enjoyment. We can scarcely conceive of a more severe punishment within the sphere of civil enactments, than "*solitary* confinement," with no means of diverting the mind from a contemplation of the enormity of crime. Though the body is denied the play of its varied powers, the mind is still active and pants for freedom.

The assertion that children *love* employment need not startle any observer of the manifestations of intellect. The buoyancy and vivacity of youth, — and he who does not encourage it in those committed to his charge may have mistaken his calling, — are ample illustrations of the sources of physical gratification. Indeed, the child who has the usual degree of energy *will* be employed. If the mind has its appropriate aliment presented to it, that will satisfy its cravings. If otherwise, it will *seek* it, and the parent or teacher will reap the natural fruits of neglecting so important a matter. It need not surprise us that the child is not judicious in the selection; it would be almost a miracle if such should be true. That is the peculiar province of the guardians of infancy and childhood. Nor is this so difficult that one need shrink from it in despair. The beauties of science and art, the wonders of the external world as everywhere seen in creation around us, are received with avidity under ordinary circumstances, when presented in a proper manner. We are surrounded by a *world* of wonders, and upon these the mind loves to feast. The ever-varying forms of the vegetable world, the exquisite tints of the flower, the less gaudy beauties of foliage, the peculiarity of structure, and adaptedness of their relations, all present ample scope for the observing powers, which are ever active in childhood. If the mind is fed, therefore,

EXTRACT FROM PRESIDENT LORD'S DISCOURSE ON THE CHARACTER OF THE LATE STEPHEN CHASE, PROFESSOR IN DARTMOUTH COLLEGE.

PROFESSOR CHASE, as might be expected, had great excellence as a teacher and governor of College. His ideal of education may be inferred from his personal culture. This had always been general and liberal. He omitted no branch of important knowledge. He accepted nothing partial. He believed nothing of the romantic expedients which are often hastily adopted, and successively abandoned, for making scholars without materials, and forcing public institutions of learning, for a present popular effect, off from the methods which nature has prescribed, and experience has sanctioned. He regarded a college as a place not so much of learning, as of preparation for learning — a school of discipline, to bring the student up to manhood with ability to perform thenceforth the hard work of a man in his particular profession. To that end no part of fundamental study could be spared. He would as soon have judged that young men could be trained to excellence in the mechanic arts, while they disused any important organ of the body; or a sculptor elaborate a perfect model by chiselling only arms and legs. He would not expect such a mechanic, or artist, or educators of the same school, to find either honorable or lucrative employment, when society, though temporarily blinded by ingenious but visionary projects of improvement, should learn the practical difference between the whole of any thing and its parts. He would not have consented that any other department of college study should be sacrificed even to the mathematics.

But he would have the mathematics lie, physically, where God has placed it, at the foundation. He would have the student early settled and accustomed to the most approved methods and varieties of demonstrative science. He would discipline the mind among the certainties of numbers, that it might better search for truth among the probabilities of things; just as we learn to swim where we can touch bottom, before it is safe to plunge into the deep. He judged soundly that one must learn to use his reason before he can wisely apply it to the purposes of life; and that without this preliminary training, nothing else can be learned well; and that whatever otherwise seem to be accomplishments, turn out, at length, to be fantasies that vanish in the turmoil and struggle of life, or mislead men into a false and fickle management of affairs. Wherefore he felt the peculiar responsibility of his position with all the intenseness of his earnest and far-reaching mind. He knew that his department, though most difficult to be commended to young

men in general, was most indispensable to their success, and he sought accordingly to magnify his office. That he was a complete master of it is out of question. Of this he has left enduring monuments; and not the least, I am happy to say, in minds which he had trained.

But one of his highest qualifications as a teacher betrayed him unwittingly into a fault. His perception of relations was like intuition. In his brightest frames he seemed to scan at a glance, all natural methods of demonstration, and to arrive at his conclusions without a process. He did not always sufficiently consider how few possess that rare endowment. He had found but little if any difficulty in his own experience, and he could not, from necessity, adequately appreciate the difficulties of others. He was sometimes uneasy at the embarrassments of students, even when involuntary, and much more, when the result of indifference or neglect, even though they might sometimes be increased by the rapidity of his own illustrations. I should have dreaded to be taken by Professor Chase to the blackboard, unless I had a good lesson, or a good conscience; and I could not have been sure that the latter would avail me without the former. But though I should have shrunk from the criticism, I should have respected the man. If I feared him in the lecture room, I should honor him in his study; for there his warm heart would open to the story of my mental trials, and he would lead me, and help me bear my burdens, with the kindness of an elder brother. He was exacting, but he was humane; he was impatient, but full of generous sympathies. These qualities might not always be tempered in the hurry of an occasion, but found their balance in the leisure and quiet intercourse of retirement. He was just and faithful. He had strong likes; but he would yield a favorite when he must; — and strong dislikes; but he was incapable of hate. He stopped short of all extremes. You could move him easily either way on the current of sympathies; but you could not tempt him to do wrong. As with the judgment, so with the sensibilities; they were led by conscience. As with the love of knowledge, so with the passions; they were subject to the love of truth. Whatever the occasional excitement of the intellect or the feelings, there was that in his mind, which made it impossible for him to be an enemy of God or man. The soul had been harmonized by grace. That New Testament in his childhood; that subjection to his parents; that conversion at college; they were blessings to him and to us, that can be measured only by eternity.

The cup that is full will hold no more; keep your heart full of good thoughts, that bad ones may not find room to enter.

ALGEBRAIC PARADOX.

YOUR correspondent, V. L., in the June number asks me some questions which I am happy to answer. He need not apologize for not giving reference to authorities. In the mathematics authorities only create a presumption; they have no binding force.

The assertion that zero has no factors, is not an algebraic, but a common sense assertion. Algebra speaks of zero and imaginary terms, as quantities; common sense, as fictions. Zero cannot be divided into real factors, unless zero itself be one of them. The factors of zero are arbitrary. The quotient of zero by zero is arbitrary, and we are to interpret it as we please. Of course it is best to interpret it consistently with previous notation, and this V. L. fails to do. He solves theparadox by altering the notation that makes it a paradox. It was of course assumed that the x by which we multiply is the same x that was put=a. V. L. tells us we have no right to make this assumption. He assumes x as unknown, whereas it was given. Let him then detect the following fallacy.

1. Let $a^2-a^2=a^2-a^2$,
2. Resolving, $a\ (a-a)=(a+a)\ (a-a)$,
3. Dividing, $a=a+a=2a$,
4. Dividing, $1=2$.

Thus much for my assertion that in common sense zero has no factors. As to the other that 0 renders all its multiples absurd, I simply say that a multiple of zero is either zero, arbitrary, or else infinite, according to the exponent of the factor zero; and that when I ask a question, What quantity? you give what common sense would say is an absurd answer, to tell me either zero arbitrary, or infinite. For zero is *no* quantity, the arbitrary is *any* quantity, the infinite is *no* quantity, and neither answers the question *what* quantity.

Finally, V. L. asks a question proposed where the algebraic solution fails. By failure I simply mean giving a multiple of zero as the value of the unknown quantity, with any exponent whatever to the factor zero. So defined, I suppose V. L. will acknowledge there may be algebraic failure. H. T.

Waltham, May 31, 1851.

A western writer thinks that if the proper way to spell *tho* is, 'though,' *ate*, 'eight,' and *bo*, 'beau,' the proper way to spell 'potatoes' is *poughteighteaux*. The phonographic method is better, pot 8 oo, or pot ooooooo.

DRAWING.

THE introduction of Drawing, as one of the regular branches of study in our public schools, has long been recommended by the first men in the educational ranks. In many of the towns and cities of Massachusetts, it is on the list of required studies; still, in a great majority of our schools, it is not taught at all, and in very few systematically. The reason of the neglect of this important branch of knowledge, we conceive to be a lack of qualification on the part of teachers.

But if it is desirable to have it taught, this is no excuse: and when a teacher feels that it would be better for his school to have it taught, it is his duty to qualify himself to teach it. This any one can do in a short time, if he will only set himself resolutely to work. Let him read the best works upon the subject, for the theory; and for practice, we would recommend I. H. Harding's "Lessons on Art, and on Trees." Let him copy the examples there given, reading the letter press, and studying the principles. The leisure hours of a few months spent in this way, will give one a knowledge of the principles of drawing, and a practice that will not only enable him to teach the art, but will give him great facility in drawing figures upon the board, to illustrate any subject that may come before the class.

We know of no better way of instructing a class of beginners than the following: Providee ach pupil with a drawing book, and two pencils — a hard one for sketching, and a soft one for shading; then with a piece of prepared charcoal, proceed to sketch the subject selected, upon a large sheet of drawing paper, placed upon the wall in such a position that it can be viewed by the whole class. Require the pupils to watch the operations, and explain to them each step as the work progresses. When the outline is completed, require the pupils to copy it, reducing it in size to correspond to the size of their books. When this is satisfactorily done, then proceed to the shading, discussing and explaining as before; then let the pupils complete their picture.

By this method the pupils are all drawing the same thing, and a class of fifty may be instructed as readily as two or three individuals. Another advantage is, the pupils are required to reduce the size of the object, still keeping its proportions. Again, they have no opportunity to measure, as they do in copying a small subject. From this, the transition to sketching from nature is comparatively easy.

Children have a natural love for drawing, and by taking advantage of this, we can advance them in those branches for which they have not a natural love. Drawing and writing are

ALGEBRAIC PARADOX.

YOUR correspondent, V. L., in the June number asks me some questions which I am happy to answer. He need not apologize for not giving reference to authorities. In the mathematics authorities only create a presumption; they have no binding force.

The assertion that zero has no factors, is not an algebraic, but a common sense assertion. Algebra speaks of zero and imaginary terms, as quantities; common sense, as fictions. Zero cannot be divided into real factors, unless zero itself be one of them. The factors of zero are arbitrary. The quotient of zero by zero is arbitrary, and we are to interpret it as we please. Of course it is best to interpret it consistently with previous notation, and this V. L. fails to do. He solves theparadox by altering the notation that makes it a paradox. It was of course assumed that the x by which we multiply is the same x that was put=a. V. L. tells us we have no right to make this assumption. He assumes x as unknown, whereas it was given. Let him then detect the following fallacy.

1. Let $a^2-a^2=a^2-a^2$,
2. Resolving, $a\,(a-a)=(a+a)\,(a-a)$,
3. Dividing, $a=a+a=2a$,
4. Dividing, $1=2$.

Thus much for my assertion that in common sense zero has no factors. As to the other that 0 renders all its multiples absurd, I simply say that a multiple of zero is either zero, arbitrary, or else infinite, according to the exponent of the factor zero; and that when I ask a question, What quantity? you give what common sense would say is an absurd answer, to tell me either zero arbitrary, or infinite. For zero is *no* quantity, the arbitrary is *any* quantity, the infinite is *no* quantity, and neither answers the question *what* quantity.

Finally, V. L. asks a question proposed where the algebraic solution fails. By failure I simply mean giving a multiple of zero as the value of the unknown quantity, with any exponent whatever to the factor zero. So defined, I suppose V. L. will acknowledge there may be algebraic failure. H. T.

Waltham, May 31, 1851.

A western writer thinks that if the proper way to spell *tho* is, 'though,' *ate*, 'eight,' and *bo*, 'beau,' the proper way to spell 'potatoes' is *poughteighteaux*. The phonographic method is better, pot 8 oo, or pot ooooooo.

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kindred arts; they bring into exercise the same powers of mind and body, and it has been proved by experiment, that a class of boys who spend an hour a day in writing, will advance no faster than another class who spend a half an hour in writing, and a half an hour in drawing. Thus two useful arts may be acquired in the time usually devoted to one. Its advantage in the mechanical arts is incalculable. It not only gives the mechanic power to draw a model where it is required, but it gives him the ability to decide with accuracy upon the size and form of any object to which his attention may be called. It trains his muscles to execute with facility and accuracy the conceptions of the mind.

We not long since heard a celebrated preacher say, that if he could create in his son a love for all that is fine in Art, and all that is beautiful in Nature, he felt that he was secured against the seductions of a city life. He felt sure its vanity and hypocrisy would soon disgust him, and he would turn to seek his joys from a purer source.

We cannot be really in love with the works of nature, and still lead a life of dissipation and sin. "The same fountain cannot send forth sweet water and bitter at the same time."

Let us not then crush this natural desire of the young, by neglecting or frowning upon their early efforts; rather let us cherish them and direct them into the right channel, trusting that it will not only better fit them to discharge the duties of life, but also prove a barrier against vice and crime.

B. W. P.

TEACHER, DO YOU STUDY THE CHARACTER OF YOUR SCHOLARS?

If this is not your practice, let me advise you to commence it. It is essential to your success. If, heretofore, the results of your labors have fallen short of your expectations, has not neglect in this particular been one of the causes? You should endeavor to obtain an accurate knowledge of each scholar's peculiarities of mind, of heart, and of physical constitution. You should know also the nature of the home and out-of-door influences to which he is subject. With this knowledge you can lay out your strength to good advantage. You will not beat the air. You will know how, and when, and where to apply the needed discipline of mind and body, as your physician who has studied your constitution for a series of years, is better qualified than a stranger, to prescribe for your physical ills.

NORFOLK COUNTY TEACHERS' ASSOCIATION.

THE seventh semiannual meeting of this Association was held in West Randolph on the 3d and 4th of June.

S. L. Loomis, Esq., of N. Bridgewater, delivered a lecture on the subject of "Normal Schools." The lecturer alluded to the low estimation in which the profession of teaching was held, and considered this as the result of the poor qualifications of teachers. He considered that Normal schools had not accomplished the objects for which they were established, though he did not consider them as abortive. As evidence of this, he stated that Normal teachers often failed of success in teaching, and sometimes were rejected by school committees on account of insufficient qualifications. He attributed this result partly to the low standard of qualifications adopted for admission into the Normal schools, and partly to the short time allowed for the completion of the course of instruction. The lecturer, in answer to the objection that want of pecuniary means was an obstacle which prevented many teachers from thoroughly fitting themselves for the profession, remarked that he who wanted the energy which would enable him to procure this pecuniary means, was not fit to become a teacher. Reference was made to the importance of self-education, and a love for the duties of the profession, rather than for the profits arising from it, as means of elevating the character of the teacher and of the profession. The views and statements of the lecturer were ably met in the discussion upon the subject which followed, by Messrs. Colburn, Hagar, Brown, Butler, and Boardman. Mr. Colburn considered the Normal school system as no more deserving of censure on account of objections which had been raised by the lecturer, than other systems and institutions, whose graduates could not all be considered as models of excellence.

Cornelius Walker, Esq., of Boston, delivered a lecture on Reading and Elocution. The lecturer, in his introduction, dwelt upon the importance of making teachers' conventions practical, so that teachers may instruct one another in those particulars which have a practical bearing upon their labors in the school-room. He then favored the audience with a full exposition of his principles and methods in giving instruction in Reading and Elocution. Our limits will not permit us to give an analysis of this very instructive and entertaining lecture. Most of the principles of Elocution, such as inflection, stress, pitch, intonation, articulation, distinct utterance, aspiration, &c., were fully treated of, and were explained by copious and finely drawn illustrations. The lecturer, by practical examples, showed what was faulty, and what was correct articulation, and explained on

scientific principles, how the sounds should be produced, and the voice modulated, so as to exhibit in full force the sense of the passage, and the passions and emotions of the speaker. Much was said upon the importance of giving the upward inflection to the softer emotions, such as sorrow, grief, condolence, mercy, love, pity, &c., and the downward inflection to the sterner motions, such as hatred, contempt, scorn, defiance, &c. The teacher should make known to his pupils his principles and decisions, and oblige them to abide by them. The almost breathless attention which was paid to the lecture, and the interest and enthusiasm which were manifested in the readings from Shakspeare and other authors, showed better than words can express its sterling character.

Remarks were made upon the subject of the lecture by Rev. Dr. Sears, and by Messrs. Colburn, Green, Beals and Barrows.

Rev. Horace James, of Wrentham, delivered a lecture upon the subject, "How to enlarge the sphere, bring honor to the profession, and increase the usefulness, of the teacher." The lecturer treated his subject in a masterly style, and afforded the highest gratification to a large audience.

On motion of Mr. Barrows, a vote of thanks was passed to the Rev. Horace James for his excellent lecture, so full of instruction, so full of inspiration. Rev. Dr. Sears having been invited to address the audience, spoke in his usual fluent and forcible style upon the practical working of our system of education, alluding to some defects, and making an earnest and forcible appeal to parents on the subject of their duties in connection with the great cause of popular education.

The Association witnessed the result of an experiment which has been tried in teaching a class of young pupils to read by the new Phonotypic method. The exercises of this little class have proved a triumphant vindication of the superiority of this over the old method of teaching children to read. The most difficult words that could be thought of were spelled by the whole class with the greatest facility, and, in reading, they exhibited an accuracy and distinctness of utterance seldom observed in advanced pupils.

The distinctive feature of this new alphabet is, that each character represents but one sound of the language, so that no confusion exists in the mind of the learner as to the sounds which are to be given to the combination of characters presented to him. Thus the oft-repeated and well-founded objection to the old alphabet is obviated.

It was voted to present the hearty thanks of the Association to Dr. Stone for the high gratification afforded them by his exhibition.

The following officers were elected for the ensuing year: *President*, Simon Barrows, of Dorchester; Vice Presidents,

Christopher A. Green, of Milton, John Kneeland, of Dorchester, and D. B. Hagar, of West Roxbury; Recording Secretary, Chas. J. Capen, of Dedham; Corresponding Secretary, Elwell Woodbury, of Dorchester; Treasurer, Isaac Swan, of Dorchester; Councillors, Levi Reed, of Roxbury, D. P. Colburn, of Dedham, E. W. Bartlett, of West Roxbury, and Chas. F. Patch, of Milton.

Mr. Newcomb, on leaving the chair, addressed some appropriate and feeling remarks to the Association, and Mr. Barrows addressed the Association on taking the chair.

Remarks followed by Messrs. Reed, Kneeland, and Colburn, upon the ability and faithfulness with which the presiding officer of the past year had discharged his duties.

On motion of Mr. Reed it was unanimously voted that the thanks of the Association be presented to Geo. Newcomb, Esq., of Quincy, for the highly able and truly acceptable manner in which he has performed the duties of the office of President during the year past.

Voted, That the thanks of the Association be presented to Cornelius Walker, Esq., of Boston, for the able and instructive lecture on Elocution.

Voted, That the thanks of the Association be presented to Rev. Dr. Sears for his kindness in being present with the Association, and for his able address of the previous evening.

The subject of Penmanship was taken up for discussion, and was practically treated by Mr. Alden, of Dorchester. He explained his method at the blackboard, and answered numerous questions propounded to him.

The thanks of the Association were presented to Mr. Alden for the complete manner in which he had explained his method of teaching penmanship. Also to the citizens of Randolph for their kindness and hospitality; to the proprietors of the hall, the free use of which they had generously granted; and to A. Alden, Esq., for his kind and unwearied exertions, in facilitating the comfort of those who had attended the convention.

It was unanimously voted that a prize of ten dollars be offered to the lady teachers of the Association for the best Essay on any subject connected with the duties of their profession.

The directors, having been appointed to make arrangements in accordance with the above vote, have decided that the Essays shall be sent to the President or Secretary of the Association before the first of December next, with a fictitious signature, accompanied with an envelope bearing upon its back the same signature, and within, the real name of the author. The Essay should consist of from four to six pages.

The next meeting of the Association will be held in Canton, on the 26th and 27th of December.

CHAS. J. CAPEN, *Secretary.*

REPORT ON THE PHONETIC SYSTEM.

[In transferring the following Report to our pages, we would not be understood as endorsing the views therein set forth. Before recommending the introduction of "*The Phonetic System*," into our schools, we think it would be well to try the effect of teaching the children in the primary schools, to read and spell *phoneiically*, in the spelling-book and primer, printed in the usual type. We hope some correspondent who is interested in the subject, will forward a fair and candid review of this Report for the next number.]

COMMONWEALTH OF MASSACHUSETTS.

IN SENATE, MAY 17, 1851.

The Joint Committee on Education, to whom was referred the petition of sundry citizens of Boston, in behalf of "Phonetics," have considered the subject, and

REPORT:

At the hearing before the committee, on the afternoon of May 12, 1851, the petitioners presented for examination, twelve children, of from three to six years of age, who had learned to read the common print fluently by six months' teaching in the phonetic system. The children read first in phonotypy, or the printed phonetic alphabet; next, in the usual or Roman print; and lastly, in phonography, or the written short hand. In the analysis of the sounds of the English language, they showed an ability far beyond the usual powers of children of that age, and beyond what the committee have ever known in any children of any age.

The distinctness of utterance was another remarkable feature in the examination. Every syllable was uttered with a clearness and precision, that indicated with what unerring certainty the characters that they had learned designated the sounds of the language. Those sounds are represented in the phonotypic alphabet by forty letters, namely, twenty-four consonants, twelve vowels, and four diphthongs. Values are given to these letters, so much in harmony with our present orthography, as to make phonotypy resemble strongly the printed Roman page; so that an individual who has become familiar with one, can, with slight additional labor, read the other.

So far as the committee are aware, the enunciation of the children has never been equalled by persons of their age. To establish a uniform system of enunciation has long been a desideratum in our common school education. By means of the phonetic system, this can now be secured.

The children read many sentences furnished by the committee and others, and written in phonographic short hand upon a blackboard. When the difficulty of teaching children older than these to read our common writing is considered, together

with the ease and accuracy with which phonography may be written and read, the great value attending the study and acquisition of this art will be appreciated.

The advantages to be derived from the introduction of the phonetic system into our common school instruction will be very important. There was evidence tending to show,

1. That it will enable the pupil to learn to read, *phonetically*, in one tenth of the time ordinarily employed.

2. That it will enable the learner to read the *common type* in one fourth of the time necessary according to the usual mode of instruction.

3. That the truth and accuracy of the system will induce millions to teach themselves to read who are now ignorant.

4. That its acquisition leads the pupil to the correct pronunciation of every word.

5. That its certainty teaches a distinct enunciation, which will not be lost when the pupil comes to read from the Roman text.

6. That its adoption, merely as a means of learning to read our common print, will tend to banish provincialisms.

7. That, by directing attention to the different methods of representing sound, the pupils will, in the end, become better orthographists than by the present method.

8. That it will have a tendency to make many derivations, which have now been almost lost, familiar to the eye.

9. That it will be of vast benefit in enabling an individual rapidly to preserve his own thoughts and those of others.

10. That to any one familiar with the system, it will furnish a means of representing the pronunciation of foreign languages with precision.

11. That it will present to the missionary a superior alphabet for the representation of hitherto unwritten languages.

12. That our own language may, by means of it, be subjected to a few simple rules of accent; a thing which has hitherto been almost unattainable.

The committee, therefore, deem the subject of sufficient importance to be worthy the attention of school committees, and of those who have charge of common school instruction.

All which is respectfully submitted.

E. L. Keyes, *Chairman*,
William Hyde, } *Of the Senate.*

James W. Ward,
Francis Coggswell,
William Curtis, } *Of the House of Rep's.*

Though not present at the exhibition mentioned above, I can cheerfully say, that the system of Phonetics, as exhibited by

Dr. Stone, has in it much to awaken interest in all who are concerned either in learning or in teaching language; and as such is recommended to the examination of all who wish to become acquainted with a philosophic or a practical use of characters for expressing sounds.

W. C. FOWLER,
Of the House of Rep's.

IN SENATE, May 17, 1851. Laid on the table and ordered to be printed.

C. L. KNAPP, *Clerk.*

For the Massachusetts Teacher.

MR. EDITOR: — The "New Method of Proving Multiplication," given in the last number of the Teacher, suggests to my mind a few points which seem of importance, and, as they may furnish others with some food for thought, I suggest them to the readers of the Teacher, choosing the form of question to avoid expressing an opinion on them.

As a merely mechanical process, the "new method" is simple; but wherein does it differ in principle from the *old method* of casting out the nines, or wherein is it more simple as a mechanical process?

Should a method of proof be taught to a child in any case, before he understands the principles on which it depends?

As a general thing, is it better to teach a mathematical operation to a child when he is at such an age, that, if he learns it, he must learn it by rote, or to defer it till he is fully able to understand the philosophy of it?

If I may judge by my own observation, a large majority of our teachers write, and allow their pupils to write, expressions similar in character to the following, which are copied from the article above alluded to:

462352=22=4

14379=24=6 24=6

6648159408=51=6

Are such inaccuracies justifiable?

Do they in any way tend to the formation of those careless habits, which so much retard the pupil's progress in mathematical studies?

Do they tend in any way to lessen the pupil's regard for truth?

It is not supposed that all teachers will answer the above questions in precisely the same way, nor is it desired that they should; but it is supposed and desired, that each teacher should be in the habit of asking himself similar questions concerning his own processes and those of others, and of determining for himself answers to them.

D. P. C.

"ELEMENTS OF LATIN PRONUNCIATION."

LIPPINCOTT, GRAMBO & Co., of Philadelphia, have just issued a work with the above title. The author is a learned member of the Phonetic Council, Stehman S. Haldeman, Professor of Natural History in the University of Pennsylvania.

Though Schneider has extended the subject of pronunciation in his "Elements of the Latin Language," to four hundred pages, still this little 12mo work of Prof. Haldeman, containing 76 pages only, is quite original, and presents in a brief form a vast amount of useful information. By all who have been familiar with Prof. Haldeman's writings, his power of condensation must have been observed. It is the peculiar trait of the man, and will be appreciated by every lover of science, as it saves a vast amount of time to the man of literary tastes, not compelling him to pore through the musty pages of many heavy volumes for the sake of securing a single idea. Prof. Kraitsir's 12mo volume of 58 pages only, upon the "Significance of the Alphabet," possesses a larger amount of sterling value than many of the huge tomes which cumber our shelves.

In its grammatical formation, the Sanscrit is undoubtedly the richest language. Yet even in this it is rivalled by the Greek, which will ever be memorable as the language in which Herodotus has presented to us the most ancient history, connected with our own historical works by those of successive generations, in which the writers themselves have written of the times in which they lived. But it is essentially the Roman alphabet, with the improvements and additions that have been made to it, which now serves to represent the most of the languages of the civilized world.

The Latin has been for centuries the almost universally approved means of printed or written communication between the learned of different parts of Europe. There is a precision and brevity about it, which render it attractive to the scientific eye. Yet no one can have failed to notice the difficulty which many who are perfectly familiar with the printed characters have had to encounter in oral communication in the Latin language. The reason is obvious. Each has adopted a pronunciation based upon that of his mother tongue. The practical effect of Prof. Haldeman's efforts may be to remedy this difficulty, as he has investigated a vast number of sources in order to obtain his information concerning the original pronunciation of this language. He has consulted

"1. The ancient grammarians and their
2. Modern commentators.
3. Ancient false orthography.

4. Natural relation of the elements.
5. Interchange of the elements.
6. Ancient words transmitted pure.
7. Names of places transmitted pure.
8. Oriental etymologies.
9. Keltic [not Celtic] etymologies.
10. The powers of the alphabet among those nations who adapted their spelling to the successive changes of their language."

Prof. Haldeman has taken a scientific basis, where others have taken a literary one. This is the first attempt to apply the laws of Phonetics to this subject, and as such should receive the attention which its importance merits.

JAMES W. STONE.

Boston, May 26, 1851.

For the Massachusetts Teacher.

EVENING AND ADULT SCHOOLS.

WITHIN two or three years, the attention of those interested in the welfare of the lower classes of society, has been called to the educational wants of those persons, who have been entirely debarred from all means of obtaining even the rudiments of an education, or who from the circumstances of their parents, are not able to avail themselves of the advantages that our public schools offer.

The great influx of foreigners in our large towns, most of whom are extremely ignorant, has largely increased the per cent. of those unable to read or write, and the strong inducements offered to place children where a small sum may be returned weekly for their services, outweigh in the minds of ignorant parents the advantages of a continuance in school. In many cases, however, such parents have expressed a strong desire to place their children in school, but still cannot be induced to forego the profit accruing from their labor, as in many cases it forms the whole support of a family.

To meet the wants of such persons evening schools have been established in several of our larger cities, in which all persons who desire it, not already members of some school, receive gratuitous instruction.

In the city of New York, evening or adult schools form part of the public school system; and the results there have been so satisfactory, that the opposition which was at first manifested towards them, has died away, and they may now be considered as permanently established. A few years since, an effort was made in the Boston School Committee to establish schools of

like character in this city, but, for reasons which were then deemed valid, the Board declined any action in the matter.

A free evening school has been in successful operation for more than fifteen years in Warren Street Chapel, under the direction of the Rev. Mr. Barnard, where annually several hundred scholars are taught. Mr. Barnard, with a self-sacrificing devotion worthy of imitation, has successfully conducted his school during this time without any remuneration, often laboring under the difficulty of a want of assistants, who, when obtained, were expected to give their services gratuitously.

Nothing can be more pleasing to one interested in this class of persons, than a visit to this school. There may be seen, often over two hundred scholars, varying in their ages from ten to forty, comprising those of many different nations, and all intensely interested in their lessons. Since the establishment of this school, hundreds, unable to read or write, have availed themselves of the privileges afforded by Mr. B., and year after year has found many of them constant attendants upon his instruction; and the progress made by many of these is most gratifying and encouraging to both instructors and pupils. Other schools have been in successful operation during the past winter, in different parts of the city, and in one of these over five hundred scholars, of both sexes, applied for admission, about twenty per cent. of whom were unable to read. Schools of like character have also been established and successfully maintained in Roxbury, Salem, and Portsmouth, N. H.

It is conceded that the more enlightened we become as a people, the less we have of crime; and the great increase of crime in our State during the last ten years, may be traced to the fact that the per cent. of those unable to read has increased in the same ratio during this time. The only remedy for this is, to educate this class; and it is hoped the time will soon come, when all those unable to read or write, and who desire instruction, can receive it; and that schools of the character of those mentioned, will be established in all our large towns or cities.

C.

SCHOOL COUNSELLOR DINTER.

[Would that we had many Dinters in America. Such men are the salt of the earth. They are the great benefactors of mankind. They are the heroes of humanity, the greatest of all heroes. Who would not rather be a Dinter or an Oberlin than a Wellington or a Napoleon? *Educators!* let us imitate Dinter's benevolence, industry, patience, and simplicity of manners.]

"GUSTAVUS FREDERICK DINTER was born at a village near Leipsic, in 1760. He first distinguished himself as Principal of

a Teachers' Seminary in Saxony, whence he was invited by the Prussian government to the station of School-Counsellor for Eastern Prussia. He resides at Kœnigsberg, and about ninety days in the year he spends in visiting the schools of his province, and is incessantly employed nearly thirteen hours a day for the rest of his time, in the active duties of his office; and, that he may devote himself the more exclusively to his work, he lives unmarried. He complains that his laborious occupation prevents his writing as much as he wishes for the public, yet, in addition to his official duties, he lectures several times a week, during term time, in the University at Kœnigsberg, and always has in his house a number of indigent boys, whose education he superintends, and whose board and clothing he supplies, though poor himself. He has made it a rule to spend every Wednesday afternoon, and, if possible, one whole day in the week besides, in writing for the press; and thus, by making the best use of every moment of time, though he was nearly forty years old before his career as an author commenced, he has contrived to publish more than sixty original works, some of them extending to several volumes, and all of them popular. Of one book, a school catechism, fifty thousand copies were sold previous to 1830; and of his large work, the School-teacher's Bible, in nine volumes, 8vo, thirty thousand copies were sold in less than one year.

"He is often interrupted by persons who are attracted by his fame, or desire his advice; and while conversing with visitors, that no time may be lost, he employs himself in knitting, and thus not only supplies himself with stockings and mittens suited to that cold climate, but always has some to give away to indigent students and other poor people. His disinterestedness is quite equal to his activity; and of the income of his publications he devotes annually nearly five hundred dollars to benevolent purposes. Unweariedly industrious, and rigidly economical as he is, he lays up nothing for himself. He says, "I am one of those happy ones who, when the question is put to them, 'Lack ye any thing?' (Luke 22: 35,) can answer with joy, 'Lord, nothing.' To have more than one can use is superfluity; and I do not see how this can make any one happy. People often laugh at me because I will not incur the expense of drinking wine, and because I do not wear richer clothing, and live in a more costly style. Laugh away, good people; the poor boys, also, whose education I pay for, and for whom, besides, I can spare a few dollars for Christmas gifts and New Year's presents, they have their laugh too."

"Towards the close of his autobiography, he says, respecting the king of Prussia: "I live happily under Frederick William; he has just given me one hundred and thirty thousand dollars to *build* churches with in destitute places; he has established a

new Teachers' Seminary for my poor Polanders, and he has so fulfilled my every wish for the good of posterity, that I can myself hope to live to see the time when there shall be no schoolmaster in Prussia more poorly paid than a common laborer. He has never hesitated, during the whole term of my office, to grant me any reasonable request for the helping forward of the school system. God bless him! I am with all my heart a Prussian. And now, my friends, when you hear that old Dinter is dead, say, 'May he rest in peace; he was a laborious, good-hearted, religious man; he was a Christian.'"

"A few such men in the United States would effect a wonderful change in the general tone of our educational efforts."

Resident Editors' Table.

Resident Editors. { JOSHUA BATES, JR. | J. D. PHILBRICK, } { WILLIAM D. SWAN, | GIDEON F. THAYER, } of Boston.

"THE AMERICAN ASSOCIATION FOR THE ADVANCEMENT OF EDUCATION" will meet, this year, in Cleaveland, Ohio, on the 19th of August, and continue in session four days or more.

"The object of this Association is to promote intercourse among those who are actively engaged in promoting education throughout the United States, — to secure the coöperation of individuals, associations, and Legislatures, — in measures calculated to improve education, and to give to such measures a more systematic direction, and a more powerful impulse." Such is the announcement in its constitution, and such, we doubt not, will be its aim.

It is *national* in its character, and numbers among its members, citizens from the various literary and scientific callings of a majority of the States in the Union.

It is conducted on liberal principles, and comprises in this government some of the best minds in the country.

Rt. Rev. Alonzo Potter, of Philadelphia, is its President. P. Pemberton Morris, and Edward C. Biddle, of the same city, are its Corresponding Secretary and Treasurer; and its standing committee is composed of six gentlemen from as many different States.

Those who attend its meetings will find themselves well repaid for the time and money it may cost them.

In accepting the invitation of gentlemen from the State of Ohio, to hold the meeting at Cleaveland, very attractive inducements were presented to the Association, which we trust will be redeemed; notice of which we shall endeavor to furnish in a subsequent number of the Teacher. G. F. T.

AMERICAN INSTITUTE OF INSTRUCTION.

THE Institute will hold its annual meeting for 1851, in the beautiful town of Keene, N. H., on the 12th, 13th, and 14th of August.

From the interest manifested by the good people of the village and neighborhood, a large and useful session is anticipated. The railroads passing through Keene, or connected with the Cheshire, furnish unusual facilities for attending the meeting, and a large delegation of members and others will doubtless be present from New York city and State, as well as from Vermont, New Hampshire, and our own Massachusetts and other States.

Arrangements have been made for a reduced fare (to those who attend the meeting) between Boston and Keene, and it is expected that other roads will extend the same accommodation.

The hospitalities of the inhabitants of Keene will be extended to female teachers who attend the meeting, and every reasonable inducement presented to secure a large attendance of those of both sexes. G. F. T.

BRISTOL COUNTY TEACHERS' ASSOCIATION.

THIS Association held its semiannual session in New Bedford, April 27th. The attendance was very full, about two hundred teachers from all parts of the County, male and female, being present.

The following officers were elected for the ensuing year:

President — John F. Emerson, of New Bedford.

Vice Presidents — J. Wilkinson, of Suffolk: G. G. Lyon, of Fall River; W. A. Chamberlain, of Pawtucket; E. Hussey, of New Bedford; A. R. Slade, of Fall River; O. C. Pitman, of Taunton; H. A. Pratt, of Easton; A. A. Leach, of Taunton.

Secretary and Treasurer — A. H. Harlow, of New Bedford.

A discussion took place upon the question, "Is a teacher justified in compelling a scholar to give information of the offences of another?"

A lecture was delivered by Mr. Chamberlain, of Pawtucket. His subject was "The Teacher's Mission." He spoke of the objects for which the teacher labors — and of the dignity of his vocation. It was a fault of teachers that they undervalued their calling. It seemed to them a hard and thankless one. Yet it was not so. Contemplated aright, it will be found to be a profession full of pleasures, and of incentives to exertion. The teacher who enters upon his studies with feelings of reluctance

and disgust, would find that they utterly destroyed his influence and paralyzed his exertions. He must have an exalted idea of the work which he is to perform. He is not called upon to deal with a mere machine. He is to train and fit the young spirit for the contests of this world, and for an immortal existence in another. He is to mould their tender natures to be the future men and women in society — to sustain, it may be, the moral, political, literary, and religious enterprise of the world. Then too he must have not only the requisite acquirements, but an understanding spirit. It is not enough to have the tools, — one must know how to use them. And the business of education — what a field is opened for the exercise of all the human faculties, of ingenuity and of thought, and for experiment of the intensest interest. The teacher should be an *educator*, not merely an *instructer*. He should devote himself to the culture of the moral, of the intellectual, of the religious nature. Upon him rests the main responsibility of education — for him it is to decide whether those under his charge shall grow up into useful and carefully cultivated men and women. Parental coöperation he has a right to expect, and he will be happy if it is attained. But upon him at last rest mainly the care and the nurture of those under him.

Mr. Chamberlain's lecture was a sound, well-written, and at times eloquent discourse, and was listened to with marked attention.

Professor Fowler, the eminent Phrenologist, addressed the convention. He spoke most strongly and pointedly upon the subject of punishment. He thought it was too often administered in passion; that an interval should be allowed between the offence and the penalty, that its administration might be free from anger and the taint of revengeful feelings.

A lecture was delivered by Mr. Swan, of Boston. He commenced with an inquiry concerning some of the more important duties of the teacher, and the manner in which those duties were to be learned. Education, he said, consists not in the development of one, or of any one class of our faculties; there must be a harmonious development of the whole; and this unfolding of the mind commences at infancy, and ends only at death. The lecturer next spoke of the duties of the teacher in regulating his school. There he must be master, thoroughly master, though not a tyrant; he must rule by love, if possible; he must draw out the affections of the school to his assistance, and few rules will be needed. Mr. S. thought too that physical education was too much neglected; a healthy mind cannot exist in a sickly, feeble body. Children begin study too young, and are confined too closely, especially those of the higher classes. Music, painting, dancing, and the other extras of a complete

education, are crowded in upon the leisure time of the child, and he is not allowed space to cultivate health. A child should be confined in the school-room not more than three or four hours in one day, and this should be in the morning, *never* in the afternoon. The teacher too should never regard the mind as a vessel, to be crammed to its utmost extent, but should rather strive to call out its faculties. He should help the pupil to educate himself. There may be too much recitation and too little instruction. There is another duty of the teacher: he should form and direct public sentiment. Schools are too often neglected, and their wants unsupplied, because of thorough want of information in society; absence from school arises from the fact that parents do not understand the importance of constant attendance. School committees, drawn as they are from every trade and calling, know little of the *modus operandi* of the school-room; they too may be enlightened, for they think but too little of the arduous labors of the teacher. This has given rise to the custom of reports, containing per centage of correct and incorrect answers; a custom, (thought Mr. S.,) that has a blighting, withering influence upon those whom it is intended to benefit. On reading such reports, many will inquire, Why is such a teacher retained? The real condition of the school is not to be understood from such reports. The lecturer closed by urging upon the community the duty of obtaining and retaining the best teachers at adequate salaries, for such were really the cheapest. The lecture was a sound, well-written performance, and gave great satisfaction.

A lecture was delivered by Mr. Slade, of Fall River, on "The Past and the Present." He dwelt upon the sacrifices and sufferings of our Pilgrim fathers; of the wisdom which led them to establish and sustain the common school. The settlement of our feeble colonies was not commercial, but spiritual in its character. Our fathers were men who thought, and were free because they thought; and because they would have their children free, by the sure title of cultivated minds, they planted the germ of the common school. Now, when it has so far advanced, and borne such excellent fruit, we should remember with gratitude those who nursed it through a precarious infancy. Mr. Slade presented a well-considered and eloquent view of the duties of the teacher in the present. It is for him to train the miniature men under his charge into wise and useful citizens, and the miniature women into virtuous and patriotic matrons. The lecture contained many excellent sentiments, originally expressed.

During the convention several discussions took place upon questions of school discipline.

A lecture was delivered by Rev. M. G. Thomas, of New-

Bedford. He took a very broad and high view of the duties and responsibilities of the teacher, affirming that the relation of the teacher to his scholar, in its momentous importance and influence, "was second only to the God-appointed relation of parent and child." The sculptor was surrounded by blocks of marble. If perfect in art, he could either form these blocks into statues which should appear the very embodiments of ugliness and lowest vice, or such as should represent the ideal perfection of loveliness and virtue. So the teacher. It often depended under God on him, whether those committed to his care should become beautiful polished stones in the social fabric, or monuments of warning against vice and crime. The lecturer ably urged the importance of a high standard of qualification in the teacher; and with a view to obtain this great blessing to society he would have those only who give evidence that they are well qualified for their work, sought out, employed, honored, cherished, and well paid. Teaching should be honored as one of the learned professions, as requiring the most learning of any. Immediate measures should be taken to remedy the evil of inadequate compensation of teachers, especially in the case of females, the rate of compensation to whom was most unjustly low. The lecturer was obliged to leave as one of those difficulties, which admit of no remedy, the temporary character of the relation of the female teacher. He supposed it would continue to happen as it had happened, that after a few years, in a majority of cases, the female teachers would abandon the task of teaching the children of other people, and be caught in a little time engaged in the training of a little private circle which would be all-engrossing in its claims to their regards. (Laughter.)

Mr. Thomas urged on teachers the importance not only of exerting an influence on their scholars which should not be one of gross vice, — and he was happy to say that all the teachers, he believed, were above all suspicion of this, — but of exerting the best influences on them, in all respects, seeing that interests so immense were submitted to their influence. He insisted particularly on the inadequacy of mere routine, literary instruction, and on the importance of having the moral element enter largely into the work of the school.

An interesting and able lecture on physiology, pathology, and kindred subjects, was given by Dr. B. F. Hatch, of this city.

The committee on criticisms made a report. A motion was submitted by a member to abolish the office of critic, which lies over till the next meeting, under the rule.

Mr. Stone, of Fall River, from a committee, reported the following resolutions, which were unanimously adopted.

Resolved, That the exercises of this meeting of the Association,

and the benefits derived therefrom, have more than ever impressed us with the importance of such meetings to the success of the Teacher in his calling.

Resolved, That inasmuch as we, being Teachers, are in a great measure responsible for the right education of the young, we will henceforth devote ourselves with greater assiduity to our profession, and strive more faithfully to discharge the duties devolving upon us.

Resolved, That the thanks of this Association be tendered to the Hon. Amasa Walker, and Wm. D. Swan, Esq., of Boston, to L. N. Fowler, of New York, Rev. M. G. Thomas and Dr. B. F. Hatch, of New Bedford, to Messrs. Chamberlain and Slade, of the Association, for the able, instructive, and practical lectures they have given us; also to Mr. P. White for the additional interest which his musical skill has imparted to our exercises.

Resolved, That the courtesy of the people and Teachers of New Bedford, in their open-hearted reception of the members of the Association from abroad, will long be remembered by them with the deepest pleasure.

We take great pleasure in mentioning, that six lady teachers were appointed to present essays at the next meeting. Male teachers and honorary members were appointed, also, to deliver lectures at the next meeting.

An address was given by the Hon. Amasa Walker, Secretary of State. The address was a well-considered and elaborate production, and was well listened to for the hour and more which was occupied in its delivery. The subject was "Political Economy as a study for common schools." The orator first gave a comprehensive view of the nature of the science, showing the prevalent and profound ignorance on the subject, even among statesmen, and then urged that it was adapted to be introduced and cultivated as a study in common schools.

It was voted that the Association hold its next semiannual meeting at Pawtucket, on the last Thursday and the next succeeding Friday in October.—*Compiled from the Mercury and the Standard.*

NEW POSTAGE LAW.

Subscribers are reminded that this law has now gone into operation. The new rates of postage chargeable for the "Teacher," may be found on the title page of the cover. Subscribers who have received their copies by other than mail conveyance, are notified that hereafter the work will be mailed to them. The postage is payable by subscribers at the post-office where they receive their numbers.

It is confidently hoped that the friends of the Teacher will use the present opportune period to extend its circulation, as far as may be in their power.

THE

MASSACHUSETTS TEACHER.

Vol. IV. No. 8.] CHARLES NORTHEND, Editor of this Number. [August, 1851.

THE TEACHER.

When we consider that there are, within the limits of our commonwealth, more than *two hundred thousand* youth, of a school-going age, whose future success, happiness, and usefulness depend, in so great a degree, upon the nature and extent of their school training and school influences, with what immense power, for good or ill, does the consideration invest the more than *six thousand* teachers who are placed over them!

We regard him as a wise and judicious husbandman who carefully removes from his grounds all noxious weeds, and who so trains his vines and trees that they will not become fruitless and useless cumberers of the soil they occupy. And if worldly wisdom and worldly sagacity prompt to so much attention and watchfulness for those objects which, like the grass of the field, fade, wither, and die, with what intense care and interest should *they* labor and watch who are called to superintend and cultivate a field so closely filled with plants whose existence is commensurate with eternity! Is it not, fellow-laborer, a work of the greatest moment rightly to guard and till this great field that all hurtful and untoward influences may be kept from these deathless plants, and that they may receive such support and training as will cause them to bear fruit which shall be to the honor and glory of the divine Teacher whose agents we are? If properly nurtured and cared for, what ornaments and blessings will they become to the hill-sides and valleys of our beloved State! If neglected or mal-trained, what curses will they prove to the gardens in which they grew, to the communities whose atmosphere they taint, and to those who should have led them to the light, but have rather left them to grope in darkness and imbibe the pestiferous influences of ignorance and wickedness! As cultivators in these priceless nurseries of God's planting, we, as teachers, have assumed a foremost rank, and

wo will be pronounced against us if we, by undervaluing our work, or misapplying our time and talents, cause or allow deformities and enormities to exist and perpetuate themselves.

But we are often called upon to labor under adverse circumstances, so that our best efforts may seem powerless, and the "good we would," and for which we earnestly strive, is not secured. One of the most prominent hindrances to the more complete success of teachers may be found in the *apathy* and, sometimes, the direct *opposition* of parents. In a work of such vast magnitude as that of education, it is of the highest importance that a good understanding exist between parents and teachers, and that all their doings be characterized by harmony, mutual good will, and a singleness of purpose. Yet there is in the community a degree of indifference which is exceedingly discouraging, and, often, embarrassing to the faithful and devoted teacher, — and labors that, under favoring and favorable circumstances, might be performed with cheerfulness and efficiency are, frequently, rendered doubly arduous and less beneficial by the counteracting influences of the very persons who should ever stand ready to afford all possible aid and encouragement. Now it would seem almost absurd to deem it necessary to labor to awaken a healthful interest on the part of parents in relation to those matters which pertain to the highest good of their offspring; but though passing strange, it is nevertheless true, — and "pity 'tis *'tis* true." *Why* such *is* the case we will not stop to discuss. Suffice it to say that in all communities there will be a great variety of parental influence and example, — some as favorable and kind as any one could wish, other as inconsiderate and valueless as possible, though not ill-intended, while other still may be found which have, apparently, emanated from the very genius of discord, mischief, and opposition. Few teachers are so happily situated as to be free from *every* unpropitious influence, and the question to be considered is, — how shall they as teachers best qualify themselves to meet these difficulties, and labor as successfully as possible in communities as they may find them? If difficulties cannot be entirely removed, how can they be mitigated, or, in part at least, neutralized? I answer, 1st. The teacher must aim to be a kind, judicious, and faithful workman in the school-room, and by earnest devotion to his duties and kindly interest in the progress and welfare of his pupils, convince those under his charge that he is their friend, — laboring for their good. This will do much to secure to him a desirable influence in the school-room, and, at the same time, afford a powerful auxiliary in his attempts to extend his influence beyond the immediate spot of his daily labors. It is almost impossible for children to feel a deep and lively interest in their school and teacher without imparting some of their interest to

their parents; and hence that teacher who wins the confidence, respect, and affection of his pupils, gains a most desirable influence that cannot readily be resisted or counteracted: and that teacher who cannot secure the esteem and confidence of his pupils may find sufficient reason for retiring from his post of labor. And, I add, a kind, dignified, independent and faithful discharge of duties will rarely, if ever, fail of gaining proper respect and trust.

2d. A teacher should endeavor so to secure the confidence and good will of the parents, for whom he labors, that they will, generally, trust to his judgment and defer to his decision. This, I am well aware, is not, in all cases, an easy matter. With many parents, perhaps we may say with *most* parents, there is a ready inclination to render the teacher of their children cheerful and prompt coöperation in every desirable particular. But it is not so with all. In every community may be found those perverse dispositions which know not what it is to lend aid in any good work. Capricious, captious, and uneasy, they can find nothing to their liking. They view all objects and operations with a jaundiced eye. With such the only desirable thing about schools is, that they are standing objects about which they may daily vent their bitterness. The children of these parents never hear their teacher alluded to except it be in language the most derogatory and abusive, and they enter the school-room not only without a single prepossession in its favor, but with heads full of distorted views and ill-conceived prejudices. There are other parents who are perfectly willing to throw all responsibility upon the teacher, with little or no interest in the result. They are ready to furnish books and all the external wants of their children, and beyond this manifest no interest. In employing a teacher and sending their children to school, they feel that their entire obligation ceases, and if things go to destruction, it is no concern of theirs and they have no interest in preventing it.

They are, in some respects, as independent and regardless of results as was the Dutchman who, having given very willingly the sum of $500 to aid the erection of a church, was subsequently called upon to contribute for the purpose of procuring a lightning-rod to secure the building from damage from the elements. Assuming a very decided manner he refused to contribute, saying, "I have help build de Lord a nice house, and now if he pe mind to dunder it down let him pe welcome to do it, and I will pe sure to put noting in de way of it."

So the parents alluded to seem to say by their actions, "We have sent our children to school, and if the teacher will not educate them and take care of them it is no concern ofours;" and, like the Dutchman, they seem perfectly willing to sacrifice

their investment rather than extend any aid which shall seem designed to assist in preserving the same from loss. Now the teacher must receive stock from parents such as I have named, and his duty is to deal with them and do for them as best he can, constantly thwarted by the opposing or injudicious influences of those who should be their earnest, cheerful, and constant coadjutors. Now under such circumstances, what must the teacher do? Will it help the matter to fret and storm because parents thus feel, and thus act, or to openly denounce them? Certainly not. He must labor patiently and hopefully, with a strong desire to train up a better generation of parents, and if possible do something for the improvement of those now on the stage of life. By continued kindness and fidelity he may win the affection and kindly feelings of pupils, even under the most unfavorable circumstances. Nay, he may do more than this. He may even overcome opposition and secure the sympathy and aid of some such parents as I have alluded to. But to this end he should seek their acquaintance, and gradually and judiciously enlist their interest and support. He must view them as they are, and endeavor, by the silken cords of kindness, to draw them to himself, and not as with a halter attempt to force or "choke" them into the work, for coöperation rendered against the will is but opposition still. To be truly successful the teacher must exert an influence outside of the school-room, and do much missionary work, — home missionary, I mean, of course. I am aware that many will protest against this on the ground that the duties of the school-room are sufficiently onerous without the addition of labor among the parents. This is too often the case, I know, but so important is this outside work that I am induced to think it will more than compensate for a little abbreviation of school time and school duties, by making labor more effective. How many hard feelings might be prevented, how many difficulties avoided or amicably adjusted, how much sympathy and coöperation gained, how much improvement in study and deportment secured, if parents and teachers should better understand each others' views, feelings, and desires. I would urge, then, that teachers devote more time and attention to the awakening of an interest on the part of parents, even though they may be obliged to curtail the labors of the school-room. If, however, a teacher cannot find time, or has not the inclination to call upon parents at their several homes, (and this in cities and many large towns is almost impossible,) he may do them and his school an essential service by occasionally inviting them to meet him in the school-room for the purpose of considering and discussing some of their mutual duties, and soliciting their coöperation in ways that may be designated. A plain and candid exposition and examination of these duties cannot fail of producing the

happiest results. How fitting, too, that parents and those who stand in the place of parents should meet and reason together in relation to those concerns in which they should feel a strong common interest, and for which they should strive with earnest and united efforts!

For the Massachusetts Teacher.

THE PUBLIC PRESS.

THE teacher should not only be alive in the school-room, but he should be a living man out of it. He should seek to make his influence felt beyond the walls that impale him during his six hours of required service. True, the mental labor, and, oftentimes, the impure air which he is compelled to breathe, produce a feeling of languor, upon relaxation, which seems to invite to repose, or at least to a cessation of severe thought and active effort. He needs rest, but not the rest of idleness; change of employment gives rest, both physical and mental, and if, instead of confining all his efforts to one channel, he would extend them to others less direct but not less effective, he would accomplish a greater amount of good, both for his own school and the community generally.

Does not the newspaper press furnish a valuable and almost unoccupied medium through which the teachers of Massachusetts may, if they will, exert a most powerful and lasting influence upon the mass of society, and upon all the departments of education in the State?

The newspaper finds its way into almost every family, and in many it is the only library, and furnishes the reading matter for the week. Parents read it; children read it; all read it. While there is an increasing general interest upon the subject of education and the condition of the schools, there are still many parents, perhaps a majority, who, to all practical purposes, are asleep. These need to be awakened, or, rather, made alive to their duties and parental obligations. Who shall do it? How shall it be done? When shall it be done? They do not put themselves in the way to hear lectures and discussions, and do not hear them, even if they come in their way; they do not read educational reports and essays, or gather light in any way respecting the pressing wants of their children and the schools.

Let the several teachers in a town take into account the more prominent evils that hinder their success, and concert a plan for coöperative and simultaneous action. Each one may prepare an article for a particular paper, all to appear about the same

time, so as to make the matter as general as possible, or, if there be but one paper generally taken, they may write successively till the topic has been sufficiently discussed, and there is a prospect of reform. Let this be judiciously followed up week after week; even though the results be not immediate and tangible, good will crown the end, and the teacher will feel, in time, that he has a better school, — better scholars, better parents, and, not improbably, that he is himself a better teacher; for the very efforts that he makes to arouse others, will not be wholly lost upon himself.

Is *irregular attendance* an evil in the place? This may furnish topics for several distinct communications. One may show its effects upon the habits and general character in after life, how much time will be lost, how many engagements broken, how much confusion, and how many failures will result in all the business transactions of life; another may exhibit the loss to the pupil who is thus irregular, his loss of lessons, and, what is worse, his loss of interest, his depreciation in the estimation of his class, and in his own self-respect, till, forced to take a lower grade, or as a last alternative, to avoid the unfavorable comparisons that he is obliged to draw between himself and his more punctual class mates, he leaves the school ignorant and discouraged; a third may discuss the evil effects upon the constant members of the school; classes are delayed to wait for those to come up who were absent yesterday, lessons must be gone over again to accommodate them, the ambitious falter, the faithful relax, and the tone of the class commences the descending scale; he may easily show how the best class may be paralyzed by the weight of a few such members; a fourth may review the subject in its pecuniary, a fifth in its moral bearings; and a sixth may take a general summary of the whole matter, and make the closing appeal.

Thus parents may be led to see that the occasional detention of their children from school is a matter of no small moment; they may see the evil in all its bearings, and will, in most cases, be willing, and even anxious, to join hands with the teacher for the accomplishment of the desired object.

Are parents remiss in the duty of visiting the school, or are there errors that lie beyond the power of the teacher to correct? A similar course, if pursued in the right spirit, will ameliorate, if it does not entirely remove the grievance. Not that this is the only means which the teacher should use, but it is *one* and an *important one*.

Teachers should see to it that the different papers are furnished with accounts of the lectures and discussions had at their associations, thereby extending their light and inducing others to attend them.

It will avail but little to pass or revise school laws, unless the

mass of the people appreciate them, and are interested in their execution.

The family newspaper is the proper medium through which to discuss their merits, and to explain their provisions.

Our school system, excellent as it is in its provisions, and much as it is eulogized, does not accomplish a tithe of what it might, could parents but realize, to the full extent, the blessings it is capable of conferring.

Who shall give the needed light? Who shall make the appeal? Who shall carry forward to its fullest realization what our forefathers so wisely anticipated in the formation of our Common School System? The Teacher. For the accomplishment of this object, there is no one instrumentality more accessible or more potent than the Public Press.

Rockport, 1st July, 1851. C. H.

SUSTAIN YOUR PROFESSION.

THERE is a pride of profession which prompts men to make sacrifices and endure heavy burdens for giving character and consideration to it. Men generally look upon their employment with respect, and desire that it should be regarded with favor in the community. The clergyman places a high estimate upon the dignity of his calling, and enforces his claims upon society for professional regard with becoming energy and skill; the physician boasts of the extent and depth of medical science, the high rank it has attained among the employments of men, and pleads usefulness and benevolence in behalf of his profession; the jurist, with equal assiduity, endeavors to win golden opinions for the learning and astuteness which characterize the bar, and places his profession equally high in the scale of human employments; all unite in appropriate efforts to elevate their profession in the eyes of the community, except those engaged in the pursuit which, of all occupations, is in itself the most useful and honorable. The teacher has not cultivated this professional pride, nor made efforts to give consideration and respect to his calling. A large proportion of those now in the field, appear to care but little for the honor and dignity of the profession; they enter upon the discharge of their duties, devoting but little time to professional study, to associations for improvement and elevation, and feel but little interest in giving rank and consideration to their calling. The consequences are, that the three professions are styled "the learned," while that that makes them so, is itself less esteemed, and its members without their just and merited meed of respect. There are a few in the large army of teachers, who act as if they wished to see the teacher's

profession properly respected by society; yet there are too many who appear to be wholly destitute of interest in efforts to give it rank and consideration.

It is true that "fidelity to trust and ability to discharge its duties, must give worth to individual character — that men must make the profession what it should be by individual merit, yet it is equally true that, without united effort to make the profession worthy the sympathies and respect of all classes of society, it will do but little for those who select it as the pursuit of life. Unless teachers unite, and labor diligently in efforts to establish professional land-marks, rules by which this distinct calling shall be governed, and assert their claims to be respected for magnifying and honoring their office, public opinion will never rank it above the common drudgery of life. Those persons who cannot afford the expense of attending Educational Conventions under the control and management of teachers, who make no sacrifices to keep up with the swift-moving spirit of the age, who are willing to be "examined every year to teach school" without the hope of ever being elevated so high as to secure a perpetual license, much less to participate in the deliberations and transactions of scholastic business, cannot be regarded as anything better than professional parasites — the mere hangers-on, who aim at nothing nobler than to secure employment at any price that may be offered by avaricious employers — men who are content to hang upon the reputation and fame acquired by the few who spare no pains to give respect to the business of teaching by improving themselves and correcting public sentiments, and who hang upon them with as much firmness as the ivy clings to the oak. But is this right? shall the *few* do the work for the benefit of the *many?* If all will come up to the mark, the burden will be light; certainly the labor should be distributed equally among all who are to derive benefits from its performance.

Will not the teachers of this State come up nobly like ingenuous men and women, to the associated enterprise of establishing for themselves those means of protection and support which will relieve them from the necessity of begging employment? People should seek the teacher, not the teacher seek for a situation which will afford the means of support. When society will distinguish between the competent professional teacher and the mere charlatan, who "keeps school" because he can do nothing else, the deserving will soon be esteemed, and their services sought and promptly and properly remunerated. Now, who but competent teachers are interested in the work of drawing these distinguishing lines? If this work is to be done by those who are qualified for their profession, and who love it because of

its means of doing, certainly no high-minded teacher will stand back, and remain a mere idle spectator of scenes which should gladden his heart. S.

GENTLENESS.

MANY teachers and many parents speak and act as though loud tones, stern looks, and rough movements were essential to secure obedience and correct discipline in the young. But nothing can be more erroneous. A noisy, boisterous parent will cause his children to be noisy and boisterous, and a loud-toned and rough teacher will be sure to have a noisy and disorderly school. The teacher and parent who would secure implicit obedience and wholesome discipline must be firm and decided, but yet kind and gentle. How much do the cheerful and kindly tones, and the friendly greetings and aids of a father and mother tend to make home pleasant, quiet and happy! So, too, how much may an instructor do to make the school-room attractive and orderly by wearing a cheerful countenance, by using gentle tones, and by manifesting kindly feelings and sympathies: and how easily, under such circumstances, will quiet submission be secured. Nothing is more true than that angry words, expressions and acts beget the like, while gentle tones and kind words and acts secure a most desirable control and influence. The instructor is often sorely tried and his patience wellnigh exhausted, but it will do no good for him to storm and fret, for every angry word and every unkind look on his part will only tend to make a bad matter worse. "A soft answer turneth away wrath," and gentleness of manner and expression will have a most happy influence. The following case is quite illustrative of this position: —

A merchant in London had a dispute with a Quaker respecting the settlement of an account. The merchant was determined to bring the question into court, a proceeding which the Quaker earnestly deprecated, using every argument in his power to convince the merchant of his error: but the latter was inflexible. Desirous to make the last effort, the Quaker called at his house one morning, and inquired of the servant if his master was at home. The merchant hearing the inquiry, and knowing the voice, called aloud from the top of the stairs.

"Tell that rascal that I am not at home."

The Quaker, looking up towards him, calmly said, "Well, friend, God put thee in a better mind."

The merchant, struck afterwards with the meekness of the reply, and having more deliberately investigated the matter, became convinced that the Quaker was right, and he in the

wrong. He requested to see him, and after acknowledging his error, he said, "I have one question to ask you — How were you able with such patience, on various occasions, to bear my abuse?"

"Friend," replied the Quaker, "I will tell thee. I was naturally as hot and as violent as thou art. I knew that to indulge this temper was sinful: and I found that it was imprudent. I observed that men in a passion always speak aloud; and I thought if I could control my voice, I should repress my passion. I have, therefore, made it a rule never to suffer my voice to rise above a certain key; and by a careful observance of this rule, I have, with the blessing of God, entirely mastered my natural temper."

The Quaker reasoned philosophically, and the merchant, as every one else may do, benefited by his example.

TEACHING AND ERRORS IN TEACHING.

[From a valuable work entitled, "American Education, by E. D. Mansfield, recently published by A. S. Barnes & Co., we make the following extracts. The work itself is a valuable one, and should be in every teacher's library.]

Among the ancient heathen nations, the Persians, in the time of Cyrus, considered the *virtues*, especially justice and gratitude, as the main object of education; among the Athenians, *accomplishments* in *arts*, *sciences*, and *letters*, were the end; and among the Spartans, *obedience* was the sole principle of instruction, because that would preserve the ascendency of the laws. Yet neither of these answered their designs. Persia acquired some of the milder virtues, but failed in strength and hardihood; Athens found that neither art nor science would avail against depravity of morals; and Sparta found that it was not enough to secure obedience to laws without considering their nature and effect; Persia fell a victim to luxury, Athens to licentiousness, and Sparta to tyranny. Such are the lessons of antiquity, and its splendid wreck remains an example to warn us against the dangers of *partial* systems.

But under the new light which the Christian system has thrown over the power and destiny of the soul, a different view has been taken of the end and means of education. We consider the object of education now as twofold: — one to improve and strengthen the mind itself, the other to endow it with whatever is valuable or auxiliary in the duties of life. The second relates chiefly to topics of education, and may in this place be passed by. The first, however, requires an adaptation of means to the peculiar condition of a thinking and spiritual being.

For this purpose the teacher must first place himself upon terms of good-will with his pupil. One comes to receive, the other to give instruction. There is, therefore, a community of pursuits and of interests. Their minds should therefore *come together*, without which, I apprehend, little instruction is ever conveyed: it will be but the rolling stone of Sisyphus. Now to effect this mutuality of mind, the teacher must from the first show himself capable of instructing, and that it is *his* happiness and his *pupil's* gain. Then he will have the powerful aid of that sympathy which is the strongest bond of union in the human heart: he can effect that with kindness which no force can do; then he will sharpen the dull and strengthen the weak; then will the rugged steeps of science be clothed with verdure, and the school-house ever after looked back upon as a sunny spot in the pathway of life. The quality we speak of is a *tact* in the teacher; but one which he must come by from nature or from art. Every good and successful teacher has it. Some acquire the confidence of their pupils, in spite of austere qualities, by their open, hearty, up-and-down *enthusiasm* for the subject of their teaching; others by the milder virtues of the heart, attracting by the cords of love; others, again, by an art which readily adapts itself to the well-understood movements of mind. But all who would succeed must have it. As well might we expect to warm ourselves by light reflected from the impassive ice, as to gather knowledge from that cold indifference, from which the eager inquiries and aspiring zeal of youth pass unregarded. It may exhibit in its own medium the prismatic colors, but sends forth no genial beam of heat.

The next step in process of teaching, is to inquire how a subject is to be taught. What functions of mind are we to call into activity? What principles are we to use? We cannot so well answer this question as by referring to some notable errors in education; errors which have prevailed in time past, and still prevail; which have governed whole nations; which have influenced the affairs of all mankind, and whose contrasted results are valuable to us.

THE FIRST ERROR OF TEACHING.

The first of these errors is teaching men to imitate, or repeat, rather than to think. We need to take but a very cursory glance at the great theatre of human life, to know how deep a root this radical error has struck into the foundation of education. Look abroad among men, and ask yourselves how many of the moving multitude inquire into the springs of action; how many seek to know the causes and consequences of those scenes in which they themselves are actors; or, to descend to details, how many attempt to understand the true principles of

the business in which they are engaged; how many can correct a blunder arising merely from the application of a principle. Analyze this boasted liberty of ours; look again upon republican society in this freest land upon earth; separate the living agents from the mere automata in this game of life, and tell me how many of the latter — how many of the former! And if you are not pleased with the result, tell me whether this is a decree of nature, or a fault of education; whether you believe if men were taught to be independent thinkers, and that while they revered all that was good, or glorious, or valuable in the works of their ancestors, that they too had an indwelling spirit whose high prerogative it was to extend the conquests of mind, they would cease to inquire and remain dull floats upon this ocean of beings!

But if you would know what the effects of thinking are, compare Athens with China. Here are three hundred millions of people — more than one third of the human race — whose history goes far back into remote antiquity, and who commenced with no small share of the arts and sciences, but who have added not a single particle to knowledge, nor taken one step in improvement; whose only policy is to prevent innovation, and whose only power is to perpetuate succession. Here is another people, whose population does not exceed one tenth that of Ohio, whose place can scarcely be found on the map, who commenced barbarians, yet who have given to the world new sciences and new arts, and whose mighty men infused into language

"Thoughts that breathe, and words that burn;"

who reconquered their conquerors by the spirit of eloquence, and whose renown has filled the earth.

What makes this mighty difference? The one learned to repeat, the other to think.

THE SECOND ERROR OF TEACHING.

Another error which has prevailed in some places and times is, that the pupil can acquire nothing except by observation or experiment. It assumes that the mind can deduce nothing from given premises, but is a manipulator in the great school of art, where every thing must be reduced to the senses; and because illustration is a very good thing, therefore you cannot have too much of it; and because experiment is a good way for philosophers to make discoveries, therefore it is the best way for children to learn them. Something like this was the theory of J. J. Rosseau, who proposed that a boy should be taken at one season of the year on a hill-top and shown the sun in a certain position, and at another in another — and thus of other things; but how long it will take a boy to go through all the experi-

ments of all the philosophers, he has not informed us. Others, however, have improved upon this example, and introduced the world in miniature into the school-room. Cubes, cones, and pyramids, sun, moon, stars, and comets, dance attendance upon their levee; and when these fail, the art of engraving is exhausted to exhibit upon the pages of the school-book things human and inhuman from the wonders of the deep to "gorgons and chimeras dire." Now, doubtless, good maps, globes, or even a well-executed picture of some great event, and still more a social walk with some instructive friend, who could say, with David, that "day unto day uttereth speech, and night unto night showeth knowledge," may be made useful aids of a good teacher; for such a one cannot be supposed not to know and adapt to his purpose the strong attractions of sense for the young; but on the other hand, neither will he be expected to teach abstract truth by models or experiments.

The fallacy of this error consists in overlooking the real advantage which science confers upon the teacher — that of generalization. It is the condensation of knowledge which is the great facility in the art of teaching, afforded by constant improvements. How else could education keep up at all with the accumulation of knowledge? It takes a generation for philosophy to discover and demonstrate a principle which, in after times, the pupil learns in a single hour.

THE THIRD ERROR OF TEACHING.

The third error, and in a great measure that of our times, is to interpose a patent machinery between the teacher and his pupil; a labor-saving machine by which we shall print off minds just as we print off calicoes: flimsy, parti-colored, cheap enough they are. We get up a long array of text-books, which are so good we hardly know how to choose among them; and which facilitate the art of teaching so much, there is nothing left for the teacher to do, except as the ancients did with the oracles of Delphos, — to ask questions and receive answers. And then we have discovered another great facility in teaching: it is rather laborious to lead the pupil up the hill of knowledge, and as the teacher and he have to meet somewhere, why the teacher must walk down; and, as the child cannot talk learnedly, why the teacher must talk simply. In this manner the grand desideratum in teaching, as in many other arts, that of getting along by doing nothing, is at last discovered. The pupil and the teacher are both contented. The one has found an *easy-chair*, and the other has no hill to *climb*.

A DEFICIENCY OF MORAL INSTRUCTION.

In this busy, excitable, and money-seeking age of ours there is much need of strong and sound moral instruction, — a loud call for the cultivation of those nobler traits of the heart, which tend to true exaltation of character, and which alone can render man a fit and worthy image of his Maker: — and yet, we fear that teachers and parents come far short of their whole duty in relation to this matter. Unless the young are trained to respect and exercise virtue, temperance, truth, honesty, brotherly kindness, charity, and all those graces that tend to the true elevation and adornment of life, it were better that they remain in ignorance. But let teachers and parents labor unitedly and earnestly to inculcate in the minds of the young a strong regard for whatever is "lovely and of good report," — to instil into them a proper feeling of their dependence *upon* and accountability *to* a higher power, — to create within them a true feeling for the rights and welfare of others, by impressing upon them, in every suitable way, and on every suitable occasion, the beauties and value of the golden rule, which teaches us "to do unto others as we would have others do unto us;" — we say, let parents and teachers *earnestly* labor for these things, and we shall see the young walking betimes in wisdom's ways, and diffusing a happy and blessed influence around them. Exposed, as the young are, to temptations and the influences of bad example, they have occasion for all the goodly influences that can be brought to bear by all who may feel interested in their well-being.

May we not, then, urge upon the consideration of teachers the importance of right and seasonable moral training? To you the young look for example, for advice, for encouragement. *Of* you and *from* you they seek for guidance and support, and shall they seek in vain, or worse than in vain? Will you, for bread, give them a stone? for an egg, a scorpion? or for a fish, a serpent? If not, then give them at all times the benefit of a good example and wise instruction. Above all, let me beseech you to protect them from contamination and ruin through the pernicious influences of the miserable and debasing trash which is so freely circulated at the present day, in the shape of cheap pamphlets, and which are exposed for sale in every village of our land. Teach them to shun these as they would the venomous serpent or the deadly upas. Far better would it be that the young never learn the letters of the alphabet, than that they learn to read that they may spend their precious time in the perusal of the wretched trash to which we have alluded.

May we as teachers do what we can to lead the young to feel that their highest usefulness and happiness cannot be pro-

moted in the too eager pursuit of the riches of this world, nor in the indulgence of those baser and more grovelling passions which tend to approximate man to the brute, — but in being good, and in doing good, they will find their true honor and true happiness.

PROFANITY.

It can hardly be presumed that any teacher will be so regardless of his own reputation, and so reckless of the influence of his example upon the young, as to be guilty of using profane language. If, however, there are any such in the teacher's profession, we would earnestly commend him to consider the following excellent remarks from a discourse preached by the Rev. Mr. Butler to his society in Danvers. In many places no individual who uses profane language is allowed to teach, and we hope the time will soon come when profanity will be regareded as great an impropriety and sin in the teacher as it now is in the clergyman.

To every one who regards his reputation I may say, "Swear not at all," for swearing will *injure* your reputation.

It is true, indeed, that profaneness is less disreputable than it would be were it more manifestly hurtful to your fellow men; and yet, careless as men are of whatever trenches not on their own obvious interests, profaneness *is* disreputable.

It is reputable to be *polite;* but all books on politeness, both before and since Lord Chesterfield, reprobate profaneness. The table of *Washington* was a standard of manners, and when an officer dropped an oath there, *Washington* paused and said, "I *thought* we were all gentlemen,"— a rebuke that was not soon called for again. It is reputable to reverence the *law* of the *land*, but no profane person has the law on his side. All statutes have pains and penalties for his chastisement. It is reputable to show a decent respect to the feelings of the religious *world*, — but profaneness is an *abomination* to every religious man, be his denomination what it may.

It is reputable to shun what public *opinion* condemns — but it condemns profaneness. This is evident, since the adversaries of Gen. Taylor, when he was a candidate for the presidency, labored to prove him a swearer, sensible that they could thus darken his political prospects. This was also manifest at a public dinner in this commonwealth, when, on an oath being uttered by a wanton youth, it was moved that there be no swearing done at that table, except by the oldest clergyman present. The motion prevailed, no one dissenting.

It is reputable that a man's *word* be a sufficient voucher for

his assertions, — but whoever swears seems to say that in his *own* opinion his word is not above suspicion. It is reputable for a man to be able to speak his mind, but whoever interlards his speech with oaths seems to confess that *he cannot* endow his purposes with words to make them known.

It is reputable for a man to shun *himself* what he blames in others. He who would pluck a mote out of another's eye must have no beam in his own. But many who swear themselves denounce their own habit when they see it in others, or in such as teach it to their children, — or even in the *parrot* that echoes unseasonably their maledictions.

The swearer soils his good name because he does that which he is ashamed to have come abroad, and yet which he fails to keep secret. Whoever indulges in profaneness will let fall impious expressions in company where he will be mortified and driven to ask pardon. This may be his experience after long and sincere endeavors to reform, as it seems to have been the experience of the apostle Peter, holden by the cords of a long forsaken sin, so that when angry, he began to curse and to swear. He who thinks to swear in *secret* hideth the wind and the ointment of his right hand, which bewrayeth itself. Tell-tales or children will repeat his impieties in the ears by which he would have them heard last and least. Good reason, then, is there to say, — "Curse not in thy bed-chamber, for a bird of the air shall carry the voice, and that which hath wings shall tell the matter."

Profaneness, then, inasmuch as it tramples on the laws of etiquette and of the land, betokens ignorance or insincerity, outrages public opinion and religious sentiment, and is incapable of concealment, — must be shunned by every man who would secure an unsullied reputation.

For the Massachusetts Teacher.

MR. EDITOR: — The lesson which the following article, recently published in the Christian Register, contains, is worthy of all imitation. Habits of neatness, order and industry should be constantly inculcated in the school-room; not merely by theoretical regulations, but by practical example in the teacher's own life. From a combination of these two influences is society to be moulded; for not only "as is the teacher, so is the school;" but, as is the school, so is the society from which the pupils come.

And it is not to what of *literary* acquisition the school is instrumental in furnishing, that the community is principally indebted for its character, its happiness, or its usefulness to our race; but rather to collateral instructions, which aid in finish-

ing the man as a *moral* and *social* being. And yet, how almost universally is this matter overlooked in the estimate made of the public schools! When will school committees learn to give that prominence to this department of common education, which its importance demands? G. F. T.

THE DOOR SCRAPER,

OR THE INFLUENCE OF SCHOOL ON HOME.

It is to be regretted that our school committees pay so little regard to manners, in the selection of teachers, and if their morals are good, and their acquaintance with the common branches of study respectable, employ them without much regard to the question whether they are courteous, refined and gentlemanly in their address and behavior. Now, what the teacher is, in this respect, the pupils will generally be, and, unless they see better patterns at home, the standard of the teachers will be theirs also. If they see the teacher addicted to any habit, they will think it manly to imitate him: if he spits upon the floor, the child will do the same. If his boots are seldom cleaned, the child will be more likely to boast that he brings more mud into the school than the master does, and that his shoes are clean and the master's dirty.

We were led into this train of remarks, by an incident which took place in a village of Massachusetts where the teacher was accustomed to regard his personal appearance, and to require some attention to theirs from his pupils. When he took charge of the school, he noticed that the pupils, in muddy weather, were accustomed to enter the school-room and stamp the mud upon the floor, or carry it to their seats and soil the floor for a large space around them. No sweeping could clean such a floor, and, of course, none had been attempted more than once a week. Determined to make an attempt at reform, the teacher obtained a piece of iron hoop, and nailing one end to the door, he fastened the other to a walnut stake, that he drove into the ground. Every child was required to scrape his shoes before he entered the room, and the consequence was that the true floor became visible through the crust that covered it. The next step was to get a rug for the entry, and a neat farmer's wife very readily gave him an old rug that she could spare. It did not take him long to induce the habit of scraping and wiping the shoes, and a lad or miss who did not do this, was soon noticed by the rest, and made to feel that he or she had not done all that was required. Soon after the rug was introduced, the teacher ventured to have the whole floor of the school-room washed,—washed, not scoured,—for he had to do it himself one Saturday afternoon, and washing was all he was

competent to do. When the scholars came on Monday morning, it was evident they were taken by surprise. They had never seen the like before; the very knots in the floor were visible, and they gave several extra rubs and scrapes before they ventured to set foot on the beauties so strangely exposed. This is always the case; and we have known a man who exercised the muscles of his under jaw by chewing tobacco, and who would have spirted the saliva without compunction upon the floor of a school-room, running round a carpeted room like a crazy man, to find a place of deposit for this filth. So true is it that neatness begets neatness, and a nice school-room is better treated by the unneat than a neglected one. The teacher thus introduced one thing after another, taking care not to go too fast, and, although he had no penalty for a breach of the rules of neatness, he introduced a public sentiment which restrained the pupils more effectually than the rod; and, as his own example was always made to second his rules, the children found no hardship or injustice in them.

Amongst the scholars was one little fellow about eight years old, named Freddy Gerrish, whose parents were poor, and cared but little for appearances, if the children had bread enough to eat from day to day. Freddy was the oldest of five children, and when not at school he was generally minding his brothers and sisters, as the Irish term what we call tending or taking care of them. One day, on his way home from school, he found an iron hoop, and before night he had a scraper at the only door of the house. It so happened that, when his father came home, his boots were covered with bog mud, and almost for the first time in his life, he looked round for something to clean them. The scraper that Freddy had placed there was just the thing, and the little fellow was praised for his ingenuity. Soon after a sheep was killed by a dog in a field near Mr. Gerrish's house, and no one caring for it, Freddy offered to bury it, if he might have the skin, which had but little wool on it. He borrowed a jackknife of a larger boy, and soon stripped off the skin from the body, and then cutting as large a square out of it as he could, he went home and proposed to his mother to nail it down in the entry. This was done to please Freddy, and the baby was allowed to sit on it until father came home.

The effect of Freddy's attempt to reform was soon felt, and his mother was no longer heard to say, as she often had done, "It is of no use to sweep!" "Wife," said Mr. Gerrish one evening, "your floor is whiter than the wall; I must get some lime and whitewash a little, for Freddy's scraper seems to have a tail to it." The room was shining white before another day was passed, and as the cooking utensils began to look ill, standing around the stove, Mr. Gerrish, who was a good farmer,

changed work with a carpenter, and had a set of shelves made, with a cupboard under them. One day after she had scoured the floor, Mrs. Gerrish said to herself, "I wonder whether I cannot paint this floor well enough for poor people; for though a white floor looks well, it is easier to clean a painted one." Freddy was despatched to the coach-maker's to ask what some suitable paint would cost. "How big is your room?" said the man, who had often noticed that Freddy was never among the boys that were doing mischief. "Four times as long as I can reach one way, and five times the other," said Freddy. The man applied the rule to Freddy's arms, and said, "It will cost you half a dollar." "Who is to do the painting?" said the man. "Mother, sir, is going to try, because she can't afford to pay for the paint and painting too, and she wants to do it before father come home." "You love her, don't you?" said the coach-maker. "I guess I do," said Freddy, "and she loves me too, because I made a scraper at the door, like master Hall's at the school. She says if it had not been for the scraper, she never would have thought of the paint, and we are going to stay in the bed-room or out o'doors till the paint is dry."

"I see through it," said the man. "Go home and tell your mother I will come presently and paint the floor for nothing." The boy was starting off, when the coach-maker recollected that half the charm was to consist in the wife's doing the work, and surprising her husband with a floor painted with her own hand, and he called the boy back and asked him if his mother had any money. "A little," said he; "she bought some yarn and knit three pair of stockings while the baby was asleep, and sold them." "Here is the paint," said the man, "I give it to you, my little fellow, because you love your mother." The little fellow's eyes glared with astonishment at the idea of possessing so much paint, and of being paid for so easy a task as loving his mother, and as the big tears began to roll down his cheeks, he said, "Mother will be able to buy the Bible now." "What Bible?" said the coach-maker, who had become interested in the boy. "The Bible for me to read every night and morning, as the master does." "I have some Bibles to give away," said the man, "and if you will not spill the paint, you may take one under your arm." "I declare," said Freddy, "I don't know what mother will say to all this. How will she pay you, sir?" "Would you like to do a little work for me, my little fellow?" "I guess I should," said Freddy, "if I was big enough I'd work for you ever so long." I want just such a scraper at my door, as you made your father, and if you will make me one, I will take it in full pay for the paint and the Bible." "I can't make one good enough for you," said Freddy bashfully. "That is my look-out," said the man, "so

carry home the paint, and come when you can and make the scraper." Freddy went home, and when his mother saw him with a book under one arm and both hands holding on the paint pot, she exclaimed, "Why, Freddy, what have you done? I only told you to ask the price of the paint." "I know it," said Freddy, "but the man made a trade with me, and he is to give me all these, if I will make him a scraper for his door, and I am going to do it."

To make a long story short, the scraper at the school door was the making of Mr. Gerrish and his family. The entire change of habits introduced into their humble dwelling not only led to neatness and order, but to thrift and comfort. The scraper was made for the coach-maker, who continued to do a hundred other friendly acts for the family. Freddy obtained an excellent education, and is an intelligent and wealthy farmer, and when he built his new house, he carefally placed the old scraper by the side of the door, as if it were a talisman. Master Hall taught from district to district, and being of a slender constitution, his health early failed, and he was quietly laid in the churchyard of a country town, unconscious that the seed he had sown had ever produced any fruit like that we have described. Freddy could never discover his resting place, but he erected a cenotaph to his memory near the school-house, which he also rebuilt, and once a year he collects the children of the village around it, and tells them the story of the scraper at the old school door.

SCHOOL SUPERVISION.

WITHIN a year or two, much has been said and written in reference to the subject of school supervision, and the feeling is rapidly gaining ground that a better and more efficient mode may be adopted than that now in practice. As a general thing the schools of Massachusetts do not receive that watchful and auxiliary supervision which their highest usefulness would seem to demand. This, from the very nature of the case, must be so. The whole business is usually entrusted to men whose time and attention are much engrossed in other concerns. They may be, and usually are, among the best men in the community; but they are also men who have many professional cares or business engagements, and, consequently, they cannot devote very much time or thought to the interests of the schools. We contend that in order that any important department be well looked after and cared for, it should receive direct and primary attention; and we contend, also, that our schools are of sufficient importance to receive the best and first attention of good men as supervisors. Hence we believe that the true method is to

entrust the main duties of school superintendence, in large towns and cities, to one man, who shall consider it *the* business to which his best thoughts and energies are to be given. A man thus situated would feel that he had something to do, and he would be likely to do *something*. He would do much to encourage and stimulate the teachers and pupils, much to arouse parents, much to awaken a general and wholesome interest in the whole subject of school education, much to secure a wise and economical expenditure of the means appropriated to educational purposes. We never felt more confident of the good results of this mode of supervision than we did in a recent visit to the town of Gloucester, in Essex County. For nearly two years the schools in this place have been under the supervisory control of Thomas Baker, Esq., (with a counciling board of committee,) and we feel assured that during this period as much has been done, and *well* done, as in any town of the Commonwealth. School-houses have been erected and improved, and the whole cause has received an impulse which will be felt for many years. In no place have we seen more comely and convenient school-houses, and we are sure that in no place has money been more judiciously expended or more freely granted than here. It affords a strong proof that the people are ready and willing to pay liberally when their attention is rightly awakened, and when they see that the means appropriated are economically and wisely used. Mr. Baker has worked heartily, and accomplished much, *very much* good for the schools and for the town. It was our purpose to allude to his specific duties and to his general operations, but want of time and space forbids. We will only add now, that if any have doubts as to the advantage of the mode we have alluded to over the mode in general use, we would refer them to the town of Gloucester, with its present excellent mode and excellent superintendent.

PLYMOUTH COUNTY TEACHERS' ASSOCIATION.

A SEMIANNUAL meeting of this Association was held at North Bridgewater on the 13th and 14th of June, 1851.

Misses Mary E. Nash and Eliza J. Parish, and Messrs. Dana P. Colburn and Lewis E. Noyes, were appointed a Committee on Criticism.

Mr. Tillinghast proposed for discussion "the best method of conducting recitations," and after his motion for adopting the proposition had been carried, he proceeded to begin the discussion. The first great duty of the teacher in regard to recitations, is a thorough preparation upon every lesson to be recited. Many complain of a want of time for such preparation; their duties are so onerous and multifarious, that careful preparation,

is almost out of the question with them. He did not understand such persons. Mr. Pierce, formerly principal of W. Newton Normal School, in addition to all the duties required of him as principal of the school, including general supervision of the school, correspondence with strangers, &c., always found time to examine carefully every lesson before hearing it recited.

Mr. Spear thought that a wrong notion prevails with reference to what constitutes a thorough understanding of the subject of a lesson. It seems to be thought that if a scholar can repeat the words of the text, he understands the subject. Nothing can be more false. As a result of the teaching to which this opinion gives rise, we see the pupils in our district schools, beginning the subjects of geography and grammar in precisely the same place at the commencement of many successive terms. During the winter school they will pass over a certain amount of ground, but before the next winter, the language which they have committed to memory has vanished from their minds, and they know as little of the subject as they did before beginning to study it. With arithmetic, it is not so to the same extent, because in this science the pupil is *obliged* to think somewhat in order to perform the examples.

Rev. Mr. Norton thought that much evil results from a want of independence from text-books on the part of the teacher. Recitations are not so animating when conducted by a text-book, as they would be if the teacher, by preparation, made himself so thoroughly acquainted with the subject as not to need one. Neither can the questions asked by the teacher be varied as much as they should be. He illustrated his remarks by allusion to a college examination which he once visited, in which the professor was prevented from noticing several cases of cheating that occurred, by having his eye confined to his book.

Rev. Mr. Bradford gave some of the results of his experience in teaching the French language. He thought the proper course to pursue in teaching reading is to drill a long time on a few lines.

Mr. Colburn followed with some remarks upon the false idea that because an individual understands a certain subject, he is qualified to teach it.

Dr. Cutter thought that time might be well employed in explaining the subject beforehand, and also the manner of studying the lesson.

Rev. Mr. Aldritch thought that difficulties would arise under the system of drilling recommended by Mr. Bradford, from the fact that very frequently teachers are not good readers. He spoke of the necessity of perfect self-control in the teacher. *Enthusiasm* is also necessary to the teacher; he must feel a *strong* interest in his school.

Mr. Sturtevant alluded to some of the difficulties of thorough drilling. Parents are often dissatisfied with it. But he thought that generally such difficulties were temporary.

Rev. Mr. Brigham mentioned some of the incidents of his college life. He spoke of Rev. Dr. Nott as one who was always independent of his text-book. We attempt to accomplish too many things in our schools. Teachers should be required to teach but few subjects at a time.

The Committee on Criticism reported through its chairman, Mr. Colburn. Quite an animated discussion arose upon the report, which continued until 3 o'clock. At this time, upon the arrival of his Excellency, Gov. Boutwell, Rev. Dr. Sears, and Hon. Speaker Banks, the large and very interesting juvenile singing school of Mr. Gurney favored the Association with a voluntary song. The performance of this company of "little folks" at this time, and at various other times in the course of the meeting, increased greatly the interest of the occasion.

At 3 P. M. the President introduced Gov. Boutwell to the audience as the lecturer of the day. His Excellency began by saying that the value of education depends upon the objects which, as a community, we have in view. One great object in Massachusetts is to promote the happiness of the whole people. To us, therefore, education is highly valuable. A general system of educating the young can alone secure the happiness of the whole people. But there are obstacles in the way of a full accomplishment of this purpose. One of these is the constant immigration of foreigners. In reference to these and their children, we can pursue but one course with safety to our free institutions. They must be educated.

Our railroads have a tendency to make the diffusion of knowledge unequal. One hundred years ago, great men were to be found in the most remote and retired parts of the State; now, as soon as one springs up in any of the country towns, he is immediately drawn into the metropolis, or into some one of the larger places. There is an accumulation of mental power as well as of wealth at those places. By a thorough education of the whole people, we must as far as possible neutralize the bad effects of this.

Before the establishment of Normal Schools, we had two classes of teachers for our common schools: one class came from the colleges, and these, as a class, were incompetent, and failed, because teaching was not their business; they were devoted to other pursuits. Others grew up among the schools, and although these infused much energy into the schools, yet as a whole, they met with no success, for the want of thorough mental training. We have now established Normal Schools for the purpose of raising up a profession of teachers, and when the profession is formed we must support it with money; for after all, it

is very much a matter of money. Good abilities cannot be commanded without good salaries. It is said that we now pay liberally; that from one million to one million five hundred thousand dollars are annually expended for schools and school-houses in the State. But let us consider what would be the state of any property, if the masses of the people were not educated. It would evidently be insecure, entirely at the mercy of an illiterate, unprincipled mob. Now the property of the State amounts to six hundred millions of dollars, and the holders of it are interested in its security. Although the poor man derives incalculable advantage from education, and from living in an educated community, yet, comparatively, he is little benefited. The education of the whole people is peculiarly advantageous to the wealthy. Property holders then should be the warmest friends of popular education, and should be willing to pay a fair per centage for the security which is so valuable to them.

The economical effect of education was illustrated by reference to the history of Paisley for the last fifty years. About the beginning of the present century, this was one of the most flourishing towns in the whole world. Its inhabitants were intelligent, skilful, orderly, and well-disposed. Before that time, no children had been employed in the factories until a comparatively advanced age; but a species of weaving was now introduced in which very young children could be profitably employed. This was done, and from that time to the present, the social condition of Paisley has declined until its population have reached the lowest depths of vice and ignorance. Allusion was made to the early history of New Plymouth and Massachusetts Bay, and the deduction was drawn that the school system of those days had prepared the people for the American Revolution. This was not accomplished by a few individuals, but was the effect of action on the part of the whole people.

Hon. N. P. Banks, Jr. was then called out by the President, and addressed the assembly for some time with great effect. In legislation and in ordinary business, humanity is not spoken of as valuable until the time of manhood. But we must think of the future. Coming time cannot speak for itself alone; it must speak for the present also. The manhood of the future is the boyhood of to-day. If we should visit the institutions of our State for the reform of juvenile offenders, we should see many young children upon whom the decrepitude of age and the marks of crime are stamped. They seem to have come from their Creator thus deformed and disfigured; and yet human agency might have preserved their youth — might have enabled them to come upon the stage of life fair and well formed, and to pass away from it in the greenness and beauty of youth. Dr. Channing was cited as an example of a man who had died young, so far as moral and intellectual vigor was concerned. The

speaker concluded with warning teachers against separating themselves from the other members of the community. Nothing like castes can for a moment be tolerated in this country.

The evening exercises were opened with prayer by Rev. Mr. Couch, followed by a voluntary from the choir.

Rev. Dr. Sears was announced as the lecturer of the evening. After a few pleasant remarks in regard to the unexpectedness of the call for a lecture from him, he proceeded with a brilliant and stirring address, which warmed the souls of all present. There never was a time when the great mass of human beings presented a scene of such intense intellectual activity, as at present. History does not furnish any precedent of this kind. How shall this great mental power be controlled?

It is said that it may be done by employing several good influences, as that of the family, of the pulpit, and of a pure and refined literature. But the pulpit is not universal; it speaks only to a part of humanity. The press is not always pure and refined, and although its influences are very great, yet it is exceedingly doubtful whether it tends mostly to good or to evil. From these objections the schools are free. In their developed state, they are universal, embracing the whole of the population. When the character of the teacher is what it should be, their influence is very strong for good. No means can then be employed so universal and so decidedly good for the guidance of the human intellect, as the schools. And again, the teacher's power is immense.

We have an illustration of this in the effects produced by the Jesuits. With a little that was good in their system, they succeeded to an almost incredible degree in subjecting the human will to human authority. Let the teacher be as faithful and as industrious in his labors as they were, and his success will be as much greater than theirs, as his object, the subjecting of the human will to divine authority, is superior to the object the Jesuit had in view.

A very important question is, for what shall we educate the child? Some say, educate him to get a living. This answer contains some truth and some error. Others say, educate him for the time for which he is to live, and the society in which he is to move. Here is also some truth and some error. In addition to all this, you must have in your own mind a higher ideal character, to which the pupil is to be conformed so far as he can be. You must educate for society, but you must educate for its advancement.

It is sometimes said that children should be taught in school what they will need to know when they become men and women. This statement is too broad. The thing cannot be done; and the attempt to do it had produced a multiplicity of studies in the

schools. By this means teachers have sometimes been able to get up showy examinations, and to acquire a species of popularity; but it is all mere sounding brass of the most worthless kind. What then shall be taught? The elementary principles of knowledge; and let the application of them come afterwards. Those habits so essential to mental growth, as accuracy, care, certainty, in all kinds of work, must also be carefully inculcated. You must go to the foundation of things. The effect will not be apparent so soon, but the best of a good school cannot be seen for many years. It is like the seed sown in the earth; it must be out of sight a long time, and our impatient efforts to see and exhibit it before its time, destroy it.

The address was followed by fine music from the choir.

On Saturday the exercises were begun with prayer by Rev. Mr. Audem. Mr. Colburn was chosen a member *pro tempore* of the Executive Committee. Messrs. Tillinghast, Hunt and Spear were appointed a committee to prepare resolutions. Dr. Stone of Boston, according to an arrangement made with the Executive Committee, proceeded to exhibit some of the results of Phonographic and Phonotypic methods of instruction. This exhibition was exceedingly interesting and instructive.

From the close of the exhibition to the adjournment, the time was very profitably occupied in the discussion of the subject of Phonotopy, and the following resolution presented by Mr. Morton, of Plymouth:

Resolved, That it is the duty of the Commonwealth of Massachusetts to establish an institution, of high literary character, for the education of persons of either sex, free of charge to such persons for tuition or room rent.

Messrs. Tillinghast, Spear and Hunt were appointed a committee to consider this resolution and to report at some subsequent meeting.

The President exhibited a specimen of India rubber globe, furnished from the office of the Secretary of the Board of Education.

After the report of the Committee on Criticism, in the afternoon, the President announced J. W. Hunt, Esq. as the lecturer of the day. He had selected for his subject, the defects of the Massachusetts school system. In some respects the system was more defective than in the days of our fathers. He showed that in our colonial days, a great many enactments were in force, whose tendency and result was to ensure ALL the children a more rigid HOME training, than at present, of body, mind and heart, as a firm basis for school education. The youth of those times were shielded from ignorance and vice by living legal restrictions. An enactment concerning tobacco, that foe to neatness and germ of dissipation, was, with others, instanced. *Idleness, by our fathers, was treated as a crime.* And that

from the falling into disuse of such excellent laws, the seeds of dissipation and immorality had sprung into a vigorous growth, thus paralyzing the influences of our school system. The greatest evil our schools labor under is the WANT of such effective measures, to give correct habits physically and mentally. Several old laws were cited to show that the expenditure for schools was then greater than it now is, in proportion to the number and ability of the inhabitants; and to show that the requirements in regard to high and grammar schools were very much more stringent than at present. A plan was recommended for completing the Normal system, by the establishment of a Normal College, in which teachers might be fitted for High schools, and instructed in the ancient languages. For the examination of teachers, a State board was recommended, composed of practical teachers, selected equally from each county, whose duty it should be, to examine the graduating classes from the Normal schools, with others that might apply, and whose certificate should be honored in ANY part of the State. Also County boards of practical teachers, with County jurisdiction. The members of both State and County boards to be chosen for three years, one-third retiring annually. The lecturer expressed himself opposed to the district system now in force in the greater part of the State, as a system fostering aristocracy and local jealousies. He would have schools, fewer, larger, better classified, and enjoying more equal privileges; and the Town Superintending Committees also chosen for three years, one-third retiring each year, that more STABILITY might be given to the teacher's vocation. By such improvements in our system could the teacher's profession be elevated to its appropriate position.

After the lecture, the time was spent in discussion. This was conducted by several gentlemen, including G. F. Thayer, Esq., who spoke encouragingly to the teachers present, urging them to do every thing they undertake well.

Several resolutions, returning the thanks of the Association for attentions received, were adopted.

The next meeting of the Association will be held at Kingston, on the Friday and Saturday next preceding Thanksgiving. Messrs. Sanford and Edwards, of Bridgewater, were announced as lecturers for the occasion. Hereafter, by a vote of the Association, the meetings are to be held regularly, the one on the second Friday and Saturday in June, and the other on the Friday and Saturday next preceding Thanksgiving.

Two prizes of $10 each are offered for essays on the subjects given out at the last meeting.

The interest in the Association has been constantly on the increase. No less than 700 persons were present during some of the exercises of this meeting, and at no time was the number less than about 250. RICHARD EDWARDS, *Secretary*.

SEEK WISDOM.

"KNOWLEDGE is power," and he who will
Its potent spell may feel,
For Nature's thousand willing tongues,
Instructive truths reveal:
Seek but to know them, and the mind,
In their pursuit, will pleasure find.

Seek wisdom from the little child
That lives mid smiles and tears,
And from the aged man, whose form
Is bent and curved with years;
Scorn not the source from whence it springs,
'Tis worthy of the aid it brings.

The daisy on the verdant lawn,
The summer cloud on high,
The purling brook, the fragrant breeze,
And stars that gem the sky,
Are volumes all whose words divine,
Proclaim to man God's great design.

Let every moment as it flies
Be spent with zealous care
To gain instruction that shall make
The mind new lustre bear.
Around thy path 'twill shed a light
To cheer thy way through sorrow's night.

Resident Editors' Table.

Resident Editors, { JOSHUA BATES, JR. | J. D. PHILBRICK, } WILLIAM D. SWAN, GIDEON F. THAYER, } of Boston.

THE Examining Committee of the Boston schools for the year 1851, have made their annual visit, and completed the examination of all the schools. The examination of each school was conducted by the Rev. Mr. Winslow, Chairman of the Examining Committee. The Superintendent, Mr. Bishop, was present at the examination of each school. We are happy to hear from many teachers, the favorable impression Mr. Bishop has made in his visits to the different schools. Mr. Bishop came among us as a stranger, and he has so speedily commended himself to the good opinion of the Boston instructors, that we believe he will receive the cheerful and hearty coöperation of all teachers, in his efforts for the welfare and success of the Boston schools.

B., JR.

We understand that W. D. Swan, Esq. has tendered his resignation to the School Board, as Principal of the Mayhew School. He leaves the profession to connect himself with one of the best established houses in the book trade.

Mr. Swan has been for a number of years a most successful teacher. In early life, he commenced his professional career in one of our interior towns, and soon by faithfulness and success in teaching rose to his present position, where, as the numerous reports of different school committees show, he has always sustained himself with distinguished ability. Mr. Swan has always manifested a deep and lively interest in the welfare of our public schools. At our State School Conventions and at our Institutes, he has always been regular in his attendance, his influence has been felt, and his opinions have been favorably received in all matters pertaining to the general interests of education. In the meridian of life and usefulness, he leaves the profession with the esteem of his brethren and the respect of the community. That success and happiness may attend him, and that his influence may still be given to sustain and improve our noble system of free schools, is the sincere wish of his numerous friends.

J. B., JR.

We learn that S. S. Green, Esq., for some years the successful and popular principal of the Phillips School, Boston, and late assistant to Dr. Sears, Secretary of the Massachusetts Board of Education, has been appointed Superintendent of the Providence schools. We congratulate the citizens, school committee, and teachers of Providence in securing the services of one so well qualified for the situation, both by his practical and sound views of educational matters, and by his experience in teaching. His reputation as a scholar, his success as a teacher, his worth as a man, eminently qualify him for usefulness and distinction in the honorable office which he has been called to fill.

J. B., JR.

Sixth Annual Report of the Superintendent of Common Schools of Connecticut, 1851.

This document contains about 175 pages, and consists of three departments. I. The general report of the Superintendent, Hon. Henry Barnard. II. Reports of proceedings of Institutes. III. Reports of the County Inspectors.

We regard this as one of the most valuable publications on the subject of common schools which we have seen. Its chief excellence consists in its eminently *practical* character. We have here no Utopian dreams, and no empty declamation, but a plain and intelligible statement of the evils and defects of the schools, with their proper remedies.

The principal topics discussed by Mr. Barnard in his Report proper, are the following:—Teachers' Institutes; State Normal School; School Attendance; Adaptation of our system of Common Schools to the peculiar circumstances of the population — (1) to Agricultural Districts, (2) to Manufacturing Districts, (3) to Cities; Improvement in the system of Common Schools.

Under the last head, certain features are proposed as desirable to be incorporated into their system.

"I. The territorial organization and administrative agencies of our common schools should be made more simple and efficient.

"II. The means provided for the support of common schools should be increased, and should be raised and appropriated in such ways as to awaken the highest degree of parental and public interest, and secure the greatest practicable equality of the best school privileges to all the children of the State."

"III. A broad and liberal system of measures should be adopted by the State, to provide a supply of well qualified teachers, and to exclude from the common schools all persons who do not possess the requisite moral character, 'aptness to teach' and govern children, literary attainments, and professional experience."

"IV. Uniformity of text books."

"V. A law to make it imperative on towns and districts to provide suitable school-houses, furniture and appendages for the same, apparatus and school library."

The Reports of the Institutes are arranged topically, and they may be read with profit by most teachers of large experience, as well as by those just entering upon the duties of the profession. It is hoped that the pages of this Journal may be enriched with somewhat extended extracts from them.

But valuable as this publication is, its preparation constituted but a fraction of Mr. Barnard's labor for the year. He has put in motion and superintended a very comprehensive system of operations, whereby an impulse in the line of improvement has been communicated to nearly every teacher and every district in the State. If these agencies are continued, the time is not distant when the schools of Connecticut will stand in the foremost rank.

By a resolution of the General Assembly, the Superintendent was authorized to prepare and publish a series of essays, in which the most important topics of school organization and instruction should be discussed. The friends of popular education will be glad to learn that two of the proposed Essays are now ready for publication, viz.: — I. Practical Illustrations of the Principles of School Architecture, 176 pp., 150 illustrations. II. Normal Schools in the United States, 200 pp.

J. D. P.

A PUBLIC LIBRARY.

[The following is an extract from a letter of Mr. EDWARD EVERETT to the Mayor of Boston, on the expediency of a public library, dated June 7th, 1851.]

IN the letter which I had the honor of addressing to you on the 7th of August last, I spoke of such a library as the completion of that noble system of public instruction which reflects so much honor upon the city and does so much to promote its prosperity. I am anxious to give greater prominence to this view of the subject than it has yet received.

The city of Boston expends annually, I believe, a larger sum for schools and school-houses, in proportion to its population, than any city in Europe. Nothing like the same sum is appropriated by the city of London for these purposes. By this noble liberality the means are provided for giving our children of both sexes a good education up to the age of sixteen or seventeen. This is done at the public expense and for public motives. Individuals, as such, have no more claim upon the public for their education than for their board and clothing. The first principles of popular government require that the means of education should, as far as possible, be equally within the reach of the whole population. This can be effected in no other way than by a system of education supported by the public. The same great motive of public policy requires that the schools should be of a very superior order, so that every child may receive not merely an education, but an excellent education; as good as could be got at the best and most expensive private schools. I know of no place where these principles are so thoroughly carried out as in Boston; in other words, where so great an equality exists in reference to the inestimable benefit of an early education.

This however is the case only up to the age when school education is at an end. We provide our children with the elements of learning and science, and put it in their power by independent study and research to make farther acquisitions of useful knowledge from books — but where are they to find the books in which it is contained? Here the whole principle of equality sadly fails. The sons of the wealthy alone have access to well-stored libraries; while those whose means do not allow them to purchase books are too often debarred from them at the moment when they would be the most useful. We give them an elementary education, impart to them a taste and inspire them with an earnest desire for further attainment, — which unite in making books a necessary of intellectual life, — and then make no provision for supplying them.

I would not overrate the importance of book-learning. It is of little value without original inquiry and original thought. But good books are the record of the original inquiry and thought of able men; — which surely do not lose their value by being put upon paper for the benefit of others. Every one regards an opportunity of personal intercourse with men eminent for talent and learning as a great privilege and source of improvement; — to study their works is most effectually to cultivate this intercourse. It is generally impossible, from the nature of the case, to have personal intercourse with any persons of eminence, except a very few of our own countrymen and contemporaries. By books we get access to the great men of every country and every age.

Is it not then a reproach to our city, that, — as far as the means of carrying on the great work of instruction beyond the limits of school education are concerned, — no public provision exists in favor of those unable to indulge in what is now the expensive luxury of a large library? Where is the young engineer, machinist, architect, chemist, engraver, painter, or student in any of the professions, or any of the exact sciences, or any branch of natural history, or of moral or intellectual philosophy, to get access to the books which are absolutely necessary to enable him to pursue his inquiries to any advantage? There are no libraries in Boston which, strictly speaking, are public. The library of the Athenæum and other similar collections are private property. They are administered with all practical liberality; but are not and cannot be open to the public. Nothing is left to young men who cannot afford to buy books, but to borrow them of individuals; a very precarious and inadequate dependence, and one of which but very few can take advantage.

For these reasons I cannot think that a public library, well supplied with books in the various departments of art and science, and open at all times for consultation and study to the citizens at large, is absolutely needed to make our admirable system of public education complete; and to continue in some good degree through life that happy equality of intellectual privileges which now exists in our schools, but terminates with them. And I feel confident that with such moderate coöperation as I have indicated on the part of the city, reliance may be safely placed upon individuals to do the rest. The public library would soon become an object of pride to the citizens of Boston; and every one would feel it an honor to do something for its increase.

THE

MASSACHUSETTS TEACHER.

Vol. IV. No. 9.] ELBRIDGE SMITH, EDITOR OF THIS NUMBER. [September, 1851.

[Report from the Boston Traveller.]

MEETING OF THE AMERICAN INSTITUTE OF INSTRUCTION.

KEENE, N. H., AUGUST 12, 1851.

THE Twenty-second Annual Meeting of the American Institute of Instruction, is now being held at the Town Hall in this place. The first session commenced this morning at 10 o'clock. A numerous audience of ladies and gentlemen were in attendance, most of them members of the Institute, and engaged in teaching in various sections of the Union. The exercises were opened with prayer by Rev. Dr. BARSTOW of Keene. The President, GIDEON F. THAYER, Esq., of Boston, then addressed the audience as follows:

"*Respected Inhabitants of Keene*:—Induced by the encouraging assurances of many of your prominent citizens, the American Institute of Instruction has come among you to hold its twenty-second anniversary. It has come to gratify no selfish purpose, to promote no personal interest; but to do what it may to excite, and to aid in fostering in this community, a desire for improvement in the great concern of humanity—*universal education*.

"Its scope is not local to a State, but extends throughout the Union. It has held its annual meetings in all the States of New England, and feels bound to go wherever a special need or strong desire exists for its operation and influence.

"It rejoices in the call to this delightful village, and hopes, at the close of its present session, to have added many friends to its cause, and many members to its roll.

"Although the field of its labors is national, it is a child of the Old Bay State; its head-quarters are the capital of that State; and hence—trusting that you cherish the sentiments of your ancestors—we entertain the hope that it will have your sympathy and friendship—not only from your regard to its object, but also because of the place of its origin. Your fathers were warmly attached to old Massachusetts; we hope the same affection rests in the bosoms of their sons.

"In the annals of your town for 1740, we read, that:

"'The proprietors being informed that, by the determination of His Majesty in Council respecting the controverted bounds between the province of Massachusetts and New Hampshire, they are excluded from the province of Massachusetts Bay, to which they always supposed themselves to belong:

"'Therefore, unanimously voted, that a petition be presented to the King's Most Excellent Majesty, setting forth our distrest estate, and praying we may be annexed to the said Massachusetts province.'

"Your county has been aptly styled the 'Oasis of New Hampshire.' Long may it merit the appellation; and long may the searcher after the waters of truth, intelligence, and civil liberty, find here a resting-place from his toil, and refreshing pasturage for his hungry mind. And while your daughters, by their gentle manners, their domestic virtues, and lady-like accomplishments, induce the sons of other towns and other States to come and make *your* treasures *theirs*, may a bond stronger than that of the national union bind us all together, in those ties fraternal which death only can sever."

Mr. L. C. CHAMBERLAIN of Keene, in behalf of the citizens of this place, thanked the members of the Institute for having honored the town by their presence on the occasion of this anniversary. The town, he said, bore about the same relation to that in which their last anniversary meeting was held, as the State in which it was situated did to the State of Massachusetts. There were no objects of peculiar attraction to be witnessed; but he could assure them that they would find the citizens not indifferent to the cause of popular education. That subject, in fact, had engaged the attention of the citizens of Keene for a long series of years. The State of New Hampshire could not boast of any peculiar excellence in her common schools, but she had long understood that the education of her people must be attended to before any other interests. He congratulated the Institute on the large and enthusiastic gathering, and expressed the hope that their deliberations on this occasion, might result

in much good to the cause which they had assembled to promote. Mr. Chamberlain extended an invitation to the members of the Institute to visit the citizens of the town at their abodes.

The PRESIDENT briefly responded.

The Secretary then read the proceedings of the last annual meeting, held at Northampton, Mass., Aug. 13, 1851.

Reports from several committees upon the business affairs of the Institute, were then read and accepted.

On motion of Mr. SWAN of Boston, a vote of thanks was passed to the Legislature of Massachusetts, for the grant of $300 per annum, for five years, made at its last session in aid of the Institute.

The President then introduced to the audience Hon. GEORGE N. BRIGGS of Pittsfield, Mass. Mr. Briggs remarked that he was somewhat embarrassed by the hour assigned for his address, for an extemporaneous speaker wanted all the circumstances he could avail himself of, in order to create excitement and enthusiasm. It had been announced that the Introductory Address was to come from him, but whatever remarks he had to make might have been as well assigned to any other part of the session. He wished to consider the subject of education, in relation to the duty of governments in regard to it, and the benefit resulting from the performance of that duty, and also the rights of the children of successive generations, as they followed one after another in human society. He did not doubt that those before him felt that the subject of education was one of present interest, and of future and all-enduring interest. He did not doubt that there was an active generation of men now upon the stage, who would not fail to perform their duty in relation to this important matter. Fortunately, under the dispensation of good and wise laws, we had not now to commence a wise course of universal public education in New England. The system of public education went back to the landing of the Pilgrims. The Puritans laid the platform, and proceeded to establish principles of universal education. Two great principles occupied their minds: they were, the worship of God as their first duty, and the education of children as the next in importance. Following these ideas, they first built meeting-houses and then school-houses. They were wise men; they knew that man possessed an intellectual and a moral nature, and if one was cultivated and the other neglected, evil would of course follow. The head and the heart were two as distinct departments in human nature as were the different departments of government.

He commended to the audience the sentiments of Jefferson on this subject, as expressed in a letter written by him to a lady in Paris. If we built up schools for the sake of cultivating the intellect only, the result would be a predominance of pride and conceit, and a too great neglect of the principles of morality and Christianity. If we built meeting-houses only, we should have a community of well-meaning and piously-disposed persons, but without intelligence to direct their efforts. The chaste and beautiful lines of the poet expressed truthfully the policy of wise men:

> "Nor heeds the skeptic's hand,
> While near the School the Church spires stand;
> Nor fears the bigot's rule,
> While near the Church spire stands the School."

In 1642, twelve years after the settlement of Boston, the General Court passed a law, enjoining it as a duty upon magistrates to see that every child was educated. It was made the duty of the selectmen to look after the subject, and see that no parent, or master, or guardian, was guilty of the barbarism of omitting to learn children to read, and of instructing them in other branches of knowledge. Twelve years after, another law was passed, enjoining it upon all householders to maintain schools a given number of months during the year. Here we see universal free education proclaimed in the form of a statute. Our fathers did more; they provided that every youth should be educated in some useful calling or trade, and when a father refused to have his son apprenticed, the authorities took the matter into their own hands. Their laws not only made it the duty of the government to provide free schools, but they made it the duty of every parent to send his children to school. Such a law would appear too democratic or undemocratic for modern times. Such a requirement now would arouse the fathers of the land. They would say that they would take the education of their children into their own hands, and needed not the interference of government to direct them in regard to their duty, or to enforce the performance of it. The infant colony on the hostile shores of New England, only twelve years old, numbering only 20,000 persons, surrounded by savages and the ocean, three thousand miles from civilized human life, proclaimed for the first time in the history of human society and government, that every child should be educated, and made it the duty of the community to educate them. Greece had her academies and groves: Rome her philosophers and her teachers; and her

young men, few and favored, gathered about them and received instruction from their lips, but the great mass of the people were uneducated and slaves. Here broke a new era, here were proclaimed new principles in the history of nations. Those principles are now really the law in Massachusetts. More than six generations of men have passed away, and their law is respected and regarded by every generation in Massachusetts and New England. The true principle was, that the children of the State ought to be educated by the property of the State. This principle ought to be carried out in every government under the sun, in whatever latitude or longitude it might be situated. The only just principle of taxation is, that the best interests of the public require that the citizens of a State should contribute each his just proportion, according to the amount of property he possessed, and which contribution is to be appropriated by law to some great useful public object and end. There was no public object more important than the education of the children of the State. If so, and taxation was right in cases of great public importance, then it was a correct principle that the property of every man should be taxed for the education of every child in the State. It was proper that every child should be educated and become intelligent and refined. It was for the interest of the State that this should be done in an economical point of view; for the prosperity, industry and wealth of a community were in proportion to its intelligence. An uneducated community was an idle one, and idleness, poverty, ignorance and vice always accompanied each other. If you wished to preserve the morals and elevate the character of a community, you must educate them. We had the choice of supporting mature and ripened vice, or diffusing educational advantages, and having an intelligent and virtuous civilization around us. It was the right of every human being born to be educated. Our declaration of independence declared that all men were endowed with the right to life, liberty, and the pursuit of happiness. It was the duty of government to render the life of its citizens happy. Liberty was worth nothing without intelligence. No uneducated people ever acquired or retained liberty. If we would preserve our liberty, we must educate. If the imposition of taxes was the only way in which we could provide for that duty, it was the duty of government to establish and to carry out such an imposition. Labor was made respectable and profitable in New England by intelligence. Such a low estimation of labor as existed in the slaveholding States was occasioned by the fact that the laborers

in that section were mere human machines, acting unintelligently, performing the duties in a merely mechanical manner. But where the laborer was intelligent, it held up its head and maintained an honorable position. Every laborer in every honest vocation claimed an entire equality with his fellow citizens, in their social, and religious, and civil intercourse. Many persons in the community who opposed the principle of taxation for the support of education, were in favor of general education, but contended that every one should educate his own children. Why should they not be taxed for others besides their own children? Why should they not desire to contribute towards the general diffusion of those advantages which had been enjoyed by their own families? They were often called to contribute towards the expense of various public works, and certainly none of these equalled in their immediate importance, or in the beneficial nature of their results, the great object of public education.

The speaker then advocated the propriety and policy of a more liberal expenditure for educational purposes. Better school-houses should be constructed. There was no reason why all our school-houses should not be pleasantly located, and be commodious and tasteful edifices. Able and competent teachers should be selected, and they should be liberally remunerated for their labor. There had of late been a vast improvement in these respects. The Normal Schools had greatly elevated the character of our teachers. Thoroughly trained teachers were now in constant demand, and they were in most cases adequately remunerated. The speaker then suggested that the Constitution of the United States, and those of the several States, should be adopted as studies in all our schools. All our citizens should understand the fundamental law of the land, and not be forced to rely upon the interpretation of any great expounder or political demagogue for interpretation.

The speaker concluded by eloquently and impressively urging the necessity of proper religious education in schools, and recommended urgently that the Bible should be studied in all of them.

Tuesday Afternoon Session.

The members of the Institute met at a quarter before two P.M., for the purpose of listening to an exposition of the Phonetic system, from Dr. Stone of Boston, and to the results of the working of that system as exemplified in the persons and presence of four of the children, who have been so successfully taught by Miss Lothrop, in the Warren street Chapel.

The hall was crowded as in the morning, large numbers being unable to obtain seats. The children first read from one of their phonetic books, from a place selected by the President of the Institute, and their remarkably clear enunciation of the sounds of the words, together with their superior intonation of sentences, so much surprised and delighted the teachers that the most perfect silence and attention were secured, interrupted only by manifestations of approbation. They then read several sections from a large book containing language and ideas far beyond their comprehension, and among others, a translation of one of the choicest of Cicero's orations, and one of the most classical productions in the English language. This, too, was executed in a manner no less satisfactory than the previous performance.

The analysis of words came next. And this appeared to be most interesting. Words, long and short, difficult and easy, were asked from all parts of the audience, and were all analyzed by the children correctly, and apparently without effort. The analysis of one long word of fourteen syllables, and thirty-three letters, and on which they had previously practised, took the audience completely by surprise, and elicited warm applause. We know not whether all your readers be familiar with the word, but as we have been fortunate enough to secure it, we transcribe it for the benefit of all who can pronounce it.

Hohenmarnucaluckapopalockacalagon.

A new feature was introduced into this exhibition. After analyzing several difficult words, they were called upon to spell them. This they did accurately in almost every instance, the failures being just sufficient exceptions to prove the rule of their correctness.

After a song from the children, Dr. Stone proceeded to state the means by which this result had been accomplished. The children have been taught, in company with forty others, at a private phonetic school, by Miss Lothrop, since October last, when the most of them did not know their letters, while those who could at that time the best spell out a few easy words are now the worst readers in the class. They have been taught by means of a system based upon the principle of a sign for each word, and that invariable. In order to secure this, the phonetic alphabet was used, containing forty letters, viz. — twenty-four consonants, twelve vowels, and four diphthongs. The children, having learned the alphabet, and the method of combining the sounds, are enabled to read with accuracy and preci-

sion, and avoid those difficulties which are in the way of children learning by the common method, and which compel them to retrograde one step for every two that they advance.

The child who undertakes to learn to read by the present alphabet, is taught that the first letter is sounded as in the word *mate*. The word *at* is given to him, and he pronounces it *ate*. He has then to unlearn his previously acquired information, and to give this letter a short sound. And so he has to proceed, changing the sound attached to this same letter, through a long series of words; *many*, *dollar*, *was*, *all*, *father*, &c., &c. Not only does each letter represent many sounds, but each sound is designated by many more letters, the sound of *a* as in *fate* being presented to the public more than thirty different ways in the authorized spellings of as many different words; so that it is found that the word *scissors* may be spelled in more than two million different ways, each authorized by the usual representation of only six different sounds in many words.

After the conclusion of the explanations, the children read from the common print from passages selected by the officers of the Institute, and read several sentences handed in by different persons, and written in phonographic shorthand upon the blackboard. A specimen of reporting closed the exercises.

We learn that this was the twenty-second exhibition given by the children of the phonetic school, and if the others have equalled this, they have been remarkably successful.

The lecture delivered by Mr. D. B. HAGAR of West Roxbury, was upon the subject of the "Supervision of Schools." The lecturer proceeded in the first place, to inquire what were the interests to be supervised. It was of course generally understood that it was the province of schools to train the intellect, but it was not so generally considered that there were physical and moral powers to be developed and cultivated with equal assiduity, and that this important work, in a great measure, belongs also to the school-room. School supervision, to be effective, should comprehend as far as possible all that relates to the body, the intellect, and the heart.

The work that a supervisor should perform related to the general interests. In promoting the first of these, it was his duty to see that suitable edifices were prepared for the accommodation of children; that in situation, size and arrangement, they are adapted to promote the health and comfort of their occupants, and to afford the teacher all desirable facilities for imparting instruction. It was also the work of the supervisor to see that the physical powers of the young were not injured by too severe application to study or by the infliction of improper punishments.

It was the province of the supervisor, also, to see that the teacher was faithful to his trust. The more constant and watchful this supervision, if exercised with discretion and in the right spirit, the more satisfactory would be its results. The faithful teacher was to be encouraged and sustained, while the inefficient and unsuccessful teacher should have the causes of his failure pointed out, and if he be able and willing to pursue a more judicious course, should be allowed to continue in charge of his school; otherwise he should give place to one of higher qualifications. The selection of books was one of the duties of school supervision, and in this selection a thorough acquaintance with the science and art of teaching, a sound judgment, and the utmost care were requisite. In promoting the moral interests, those who had the oversight of schools were under weighty responsibilities. It was their office to see that a high moral influence was exercised over the young, that they were stimulated to action by proper motives, that they cherish right feelings towards each other, that they are trained up with just views of their own and others' rights, that they are taught to obey the mandates of an enlightened conscience.

The lecturer then proceeded to inquire who were the proper persons to perform the work of supervision. He contended that supervisors should be practical teachers, thoroughly acquainted with the business of teaching. Otherwise they were mere theorists. The speculator in education might be suffered to form as many systems and modes of instruction as he chose, but when he possessed power to enforce his views, it became a consideration of great moment, whether he was able to foresee that his plans were at all practicable, and if so, what their results would be. It certainly was not unreasonable to suppose that those who had not practically tested the modes of discipline, of imparting instruction, of developing the thinking powers, of impressing lessons of morality — were not prepared to foretell, with certainty, the effects of any course they may suggest.

It might be urged that at the present day all persons of fair standing in society, and more especially professional men, had been educated, and had seen the operations of modes of instruction, and are hence qualified for superintending the education of others. But the reception of knowledge was by no means accompanied by the faculty of imparting it. A man might obtain a thorough education, and yet be ignorant of the *rationale* of his instruction. Supervisors of schools ought to be practical teachers, in order that they might exert the highest authority in the minds of the scholars, teachers and parents; of scholars, by the

use of instrumentalities best adapted to infuse amongst them a cheerful and lofty spirit; of teachers and parents, by the confidence naturally given, that their strictures and recommendations are not founded on speculation, but on experience. Supervisors should be practical teachers also, that they may be able not only to discover evils, but also to indicate the proper remedy. Any one could find fault, but it was not easy to show how to rectify the evil. Supervisors should point out a failure in any respect, and, what is of more importance, they should designate, not in vague, general terms, but particularly. Their directions, to be useful, must be specific, exact. Such aid was especially needed by the younger laborers under their oversight.

The lecturer then considered the question of the number of school supervisors needed in each town. He contended that the schools of each town should be under the superintendence of one man, and that that man should be amply qualified for the duties of the office, and be liberally compensated. Under the present system indeed, the labor of supervision devolved upon one man, as by common consent the chairman of school committee was generally the only member who gave his attention to its duties. The duties of a school supervisor were in their nature executive. He was not to pass new laws, nor exercise judicial functions. He was only to do what the statute required of him. As in other matters so in the superintendence of schools; the fewer those to whom the work is entrusted, the more deeply would they feel their individual obligations, and the more closely would the public hold them answerable for what they did.

Another reason for the exercise of supervision by one man, is, that the work thus becomes of primary importance in the estimation of the supervisor. School Committees were now composed of men who, with few exceptions, are engaged in some calling upon which they depend for prosperity and standing, and with which their chief interests are connected. The care of schools is in their mind a subordinate matter, and the amount of time and attention devoted to them is limited by the demands of their regular business.

Under the system proposed the oversight of schools would take its true place and become a business of primary importance; and being so directed the superintendent would direct his best efforts accordingly, and the examination of schools would be made much more thorough and just than under the present system. This mode of supervision had been tried in the State of New York, and had been attended with the most satisfactory results.

The lecturer in conclusion answered the objections brought

against the method proposed, that political influences would determine the election of the superintendent, and that his power would be liable to abuse. The first objection applied equally to school committees; and the interests of the superintendent, which would be indentified with those of the schools under his charge, would prevent any neglect of his duties or transgression of his prerogatives.

A lecture was then delivered by Mr. SAMUEL W. BATES of Boston, on the "Manifestations of Education in different ages." The lecturer announced it to be his design to show that education has in all ages been affected by the spirit of the times, and in each nation by the peculiar circumstances of that nation; and particularly to inquire what was the leading idea of the present age, and what were its effects upon education. He passed in review briefly the systems of education prevalent in ancient times, to the present day, and glanced at the leading characteristics of different ages, in illustration of the position that these characteristics have always directed in the application of all general truths, and that education has been and must be conducted in accordance with their developments, whatever may have been the causes of these developments. He then proceeded to consider what was the spirit of the present age, and what were its leading ideas; how were they affecting education, and how ought education to affect them.

The predominant ideas of the present age were equality in all relations, and utility in all investigations. The peculiar circumstances of our country had enabled these ideas to manifest themselves in our land with more power than elsewhere. The effects were witnessed in religion, government, education, and in all the relations of society. The fundamental difference in education which they had caused in comparison with the systems of the ancients, was in inculcating that the intellectual powers of all men should be educated, and that knowledge should not be restricted to any privileged class. The lecturer then alluded to the tendency of man to carry every good thing to extreme, as manifested in the radicalisms of the present day. This dangerous tendency to radicalism was only to be counteracted by proper education. He had much faith in the educated common sense of the people, in the strong conservative power which underlies the wild vagaries which we feared, and which was silently but effectually counteracting extreme radicalism. Yet after all much depended upon the next generation, and much of their character depended upon the influences of the school-room. Teachers should think more seriously of their part of this work.

The coming generation should be taught to think, and should be made to realize that liberty was not synonymous with lawlessness, nor equality with agrarianism; that men were born with different capacities, that respect may be paid to talent, scholarship and wisdom; that reverence was due to the experience of age; that obedience was to be given to something besides their own dictates. Then might we hope that the result of the experiment which we were now trying would not be added to the long list of failures which stain the pages of our history and shake our confidence in man and God, but that we should go on giving an unimpeachable example of man's true power in self-government. Our youth should be taught to think; the showy farces of superficial teaching should be despised. We should cherish thorough instruction and severe discipline. We should remember that the failures in republicanism had not been caused by failure of intellectual strength, but by the destitution of moral and religious principle. Religion was the only safeguard of liberty. Wherever liberty had deigned to dwell on earth, religion had been her attendant spirit.

Tuesday Evening Session.

In the evening a lecture was delivered by Rev. Dr. Leonard of Dublin, N. H., on the subject of the Present Condition and Wants of Common Schools. He alluded to the importance of the institution of common schools. No one, he said, would deny that the institution had done great good, but that it had not done all that should be done. What was wanted to make the condition of common schools better than it is at present? Common schools in some places were in a state of improvement; in other places there was no marked improvement. Many faulty methods of teaching were still adopted in some of our schools in New England. The instruction of very young children was in many instances improperly conducted. The instruction in reading was in many instances quite deficient. Of the 80,000 scholars in the schools of New Hampshire, not more than 3,000 were good readers when they left school. There was a moral evil connected with the want of ability to read well. Those pupils who read poorly, never acquired a taste for reading, but instead of improving, their leisure time was misspent, and they contracted evil habits. One cause of the deficiency in this branch of education, was the fact that the pupils were not properly classed. Pupils were too often allowed to class themselves.

The instruction in our common schools was far from being as

thorough as it should be, notwithstanding all that had been written and said in relation to superficial instruction. The teacher was not unfrequently thwarted in his endeavor to give thorough instruction. The loose system of instruction had heretofore been adopted in the school, and the pupils and their parents had acquired a prejudice in favor of that system, which it was difficult to overcome. Teachers could not supply the wants of schools without the co-operation of the community. Many a school needed only this influence to make it successful and prosperous. The study of History was not pursued to as great an extent as it should be in our common schools. Political Economy, the Science of Government, Natural Philosophy and Physiology were also much neglected in our schools. There was a prevalent want of interest in respect to the morals of schools. The bad moral practices of schools had excited less anxiety among parents than they ought, because it was thought that the evil influences exerted upon their children at school could be counteracted at home. Too much care could not be taken in arranging the circumstances in which the young were placed. In conclusion the lecturer urged the necessity of being vigilant and active in the cause of common schools.

It was voted that the topics suggested by this lecture be discussed during the remainder of the evening session.

Rev. Dr. SEARS of Newton being called upon by the President, remarked that he agreed with the lecturer that there were some points in which the elementary education in our schools should be improved. The object of elementary education was not so much to give the mind knowledge as to give it discipline. The mental habit, the power to use the intellect in the right way, was what was needed. He thought there were too many studies pursued in our elementary schools. It was far better to give instruction in a few branches, and have that instruction thorough. Elementary education was like laying the foundation of a building. We needed to lay a solid, substantial, enduring foundation. If we did this, a great and good work for life was done, and the whole life might be employed in carrying forward the superstructure. As in science, there were a few principles from which the whole science might be evolved. So it was in education; there was a beginning from which all must proceed. Superficiality destroys the interest of the pupil. We must stimulate his intellectual nature by giving him a knowledge of intellectual power. The pupil must be made to feel that he has within him an intellectual nature, and not be overtasked, and wearied and discouraged by the prosecution of too great a number of studies.

Mr. SHERWIN of Boston said that thoroughness in teaching could not be too strongly insisted upon. We were in an error in urging the child's mind too rapidly, and putting before him subjects which he was unable to comprehend except quite superficially. There was a great deficiency in reading and spelling among the pupils in our common schools. He agreed with the lecturer in regard to the necessity of a more general study of the natural sciences in our schools.

Mr. SULLIVAN of Boston remarked that the subject of moral training, which had been introduced by the lecturer, was one of great importance. The necessity of a moral as well as intellectual instruction in our schools had already been alluded to. The tendencies of the age were to break away from all moral restraint. The moral training of our youth was too much neglected.

The speaker referred to a system of moral instruction which he had adopted in his own school with beneficial results. He was accustomed to require his pupils to recite every Monday morning the text which they had heard discoursed from on the previous Sabbath. This text he remarked upon, and made it a rule of action during the week, constantly referring to it. He also used other means to exert a moral influence upon his pupils. This duty of moral instruction was incumbent on every teacher. Its good effects would be perceived in every department of the school. He urged upon teachers to adopt in their schools some method of moral training.

On motion of Mr. PHILBRICK of Boston, the following resolutions were adopted: —

Resolved, That Normal Schools or institutions for the thorough training of teachers, are essential elements in a comprehensive system of public instruction.

Resolved, That we rejoice in what has been done by such schools where they have been established, and recommend the establishment of such institutions in the States where they do not exist.

WEDNESDAY MORNING SESSION.

The Institute assembled at 9 o'clock. The proceedings of yesterday were read by the Secretary. A lecture was then delivered by H. K. OLIVER, Esq., of Lawrence, on the subject of "Teachers, Morals, and Manners." In commencing, Mr. Oliver humorously alluded to the fact that Gov. Briggs had anticipated in some degree the observations he had to offer. His first topic was the importance of religious instruction in our

common schools. He alluded to the influence of Christianity and a Christian education upon the permanency of our institutions. We were morally blind to the great elements of our civil and social happiness. We lived in the midst of blessings and forgot the source from which they came. Blot Christianity out of the history of the race, and what were man, laws and arts and achievements in any department of effort? Education, to be permanent and true in its influence, must largely partake of the element of Christianity. He need not, he said, urge the necessity of religious education. The Romans, in time of danger, gave their consuls power to see that the public received no detriment. The state required teachers to guard her against the inroads of foes more powerful, because more subtle than barbarians of any strength. He would not, of course, recommend any sectarian instruction, but there were certain principles of Christianity about which there was no dispute, and it was the duty of teachers to inculcate those principles. He then spoke particularly of the duty of teachers to cultivate the amenities of life. In their mode of conversation, in the general bearing and carriage, our nation, he said, had fallen into carelessness. We had so good an opinion of ourselves that we were unwilling by our conduct in any way to evince a want of independence. The small, sweet courtesies of life, that betokened good breeding, were to much neglected. In our desire to evince our independence, we too often manifested an utter disregard to the amenities and proprieties of social intercourse. Refinement of manner, and a courteous and dignified bearing, were indicative of Christianity. True, they might exist without Christianity, but they were a link in the chain of Christian virtues, binding humanity to the Deity. The school-room should never be the place where the associations were those of terror, dread, and unhappiness; but on the contrary, should be invested with every attraction possible. If children were accustomed to regard the school as a place of misery, their fellowship with it would be a fellowship of sorrow. For those whose office it was to improve others, the first duty was self-improvement. A calm, even, cheerful demeanor, and a confiding intercourse with their pupils, would inevitably win their confidence and affection. A look, a smile, an encouraging look given by the teacher at the proper moment, would often prove a silken cord, binding his pupil to him which nothing hereafter could disunite. A gentle firmness of manner, an even, cheerful, frank bearing, would always render the authority of the teacher more respected, than any harsh, rough and severe conduct on their part. Self-sacrifice was an import-

ant element to be infused into the character of the teacher. Teachers show their earnestness and their sense of the value and importance of their inculcations by their own example. Every teacher that would perform his work as it ought to be performed, must be studious. His knowledge should be general, not confined merely to an acquaintance with those books which were studied in his school. The teacher could not expect his scholars to heed his praise of truth, if he were untrue. If he would inculcate with success the principles of truth, honesty, justice, and religion, he must exemplify the worth of these virtues in his own life.

If teachers desired that their pupils should be graceful, courteous, and refined, they should illustrate the beauty of the graces in their own persons. It was the duty of teachers to perfect themselves in the general example they exhibited, the words and language they used, their manners and general deportment, and their moral and religious conduct. In conclusion the lecturer declared his best sympathies were with the cause of education. He expressed himself aware of the widely-felt interest in the cause, and his confidence that all who heard him had already resolved to use their best energies in advancing its interest. But there was still need of improvement in the means of conducting the education of youth, and no suggestions could be unacceptable to those who had at heart the promotion of a cause of such vast and permanent importance, and one so intimately connected with the highest interests of our country and our race. After a short recess

A lecture was delivered by THOMAS CUSHING, Jr., of Boston, on "The Teacher of the Present Day." He proceeded to consider the questions, — How does the teacher stand at the present day? What have teachers done for themselves, or what has the progress of society and the arts done for them towards the more effective prosecution of their calling? What might they fairly undertake to perform, and what would the world expect of them? It might be doubted whether, on the whole, the amount of respect now given to the teacher equalled that awarded in former times. No age had probably equalled the present in a theoretical respect for the teacher in the abstract; but deference for the wishes, feelings, and opinions of the individual, were not so strongly marked. This diminution of respect for the teacher's office was owing, in part, to the fact that the teaching of our common schools had often been undertaken by persons having no advantage, in point of culture or preparation, over the mass of the community, which fact had

materially diminished the idea of difficulty supposed to attend the craft and mystery of teaching, and brought its followers within the pale of popular criticism. The growing want of reverence of the present age, and the openness of men in office, and public servants of all kinds to popular comment and criticism, have undoubtedly contributed to produce this result. So far, then, as mere position was concerned, it did not appear that the teacher of the present day had any advantage over his predecessors of the olden time. In fact he did not stand where they stood, on the high vantage ground of real or supposed superior knowledge and skill, without any one to question his authority or interfere with his mode of teaching and governing. What was the teacher to do in this state of things? How was he to regain his ancient position, or was he to try to regain it? It seemed a worthy end for his efforts to attempt to do this to a certain degree, not indeed to endeavor to gain any influence or respect based upon nothing but his office, but to show himself a workman worthy of the name, a master indeed, by skill and power, as well as by courtesy and usage. He must go into the business of teaching with a firm determination to remain in it. He must, therefore, before he aspired to the title of master, be willing to serve an apprenticeship, in order to the thorough understanding and mastering of his trade. He will also prefer to commence his labors under the direction of some person of experience, that his efforts may not be likely to be thrown away, and would aspire to have honorable positions only with increasing years and ability. By proceeding in this way, he would show that he duly honored his calling, and would not approach it carelessly or irreverently, as had too often been the case. The teacher who had the character of his profession and the interests of his pupils at heart, would never resort to quackery in teaching. He would recognize the limitations and varieties established by the Creator in the minds of his pupils as an essential condition in the performance of his work. He would insist upon the presence of a fair degree of intellectual power as an essential pre-requisite to learning anything. He would promise no sudden or rapid progress, but represent that the acquisition of knowledge was to be successfully made only by earnest, patient and long-continued efforts. By such a course some reverence for knowledge and its imparters might be rekindled in the minds of the learners of the present day.

The lecturer alluded to the great multiplication of school books at the present day. Though many of these books might be an improvement upon the old ones, he avowed it to be his opinion

that the interests both of teachers and scholars would be promoted, if not more than one-tenth of the new school books, published within the last half century, had ever seen the light. In what were called the standard studies, the change of books was a decided evil. He considered that it would be an advantage to select some one Grammar, Geography, Arithmetic, Reader, &c., to keep them in use throughout the length and breadth of the land, for the next quarter of a century at least. There were too many books upon various sciences and branches of knowledge especially adapted for schools. The teacher did not like to exclude them from the school-room, and the result of such a multiplicity of studies was a great deficiency among the pupils of our schools in the fundamental branches of education. The usefulness of schools and the proper business of the schoolmaster ought not to be sacrificed to a blind demand from without for what are vulgarly denominated the higher branches. It was those that prevented thorough teaching of the elements, by occupying the teacher's time and producing a restless, dissatisfied state of mind among the younger scholars, and those parents who think that there is some especial dignity and mystery appertaining to the so-called higher branches. The dignity of the teacher was diminished rather than enhanced by being made a mere medium between a scientific text-book—carefully prepared for the use of schools, perhaps with questions and answers—and learners who blindly receive just so much as is set down in the book, and assimilate it to their own minds by memory only. The modern idea of discipline and control of the young seemed likely, in the opinion of the lecturer, to do much mischief before it had worked out its own reputation. The idea that youth were not to be controlled or compelled to do their duty, but that argument or persuasion alone must be used with them, was an absurdity. A full-grown man could seldom say with truth that he habitually yielded to the promptings of his rational principle. How absurd, then, to expect this of a child.

What might the teacher fairly and conscientiously undertake to do? Feeling that his power was limited, he would represent it to be so. He would promise no specific results, but would only, like the scientific physician, undertake to help nature by all the appliances that his skill and experience suggest. He would put his pupils in the way of working with some effect, by showing them how to work. He would agree to furnish instruction, not comprehension, for scholars. He would have the boldness to state even to fond parents, that some minds were capable of but very moderate scholastic attainments, and had better be

confined to the elements of knowledge. Above all, he would profess no power of transferring his own knowledge to others, whatever their powers, without effort on their part, recognizing no other principle of improvement than work, duly enlightened and regulated by his own superior intellect.

Wednesday Afternoon Session.

The Institute met at 3 o'clock. The Nominating Committee reported a list of officers of the Institute for the ensuing year. The report was accepted, and the following gentlemen chosen:—

President.—Gideon F. Thayer, Boston.

Vice Presidents.—Thomas Sherwin, Boston; John Kingsbury, Providence, R. I.; Samuel Pettes, Boston; Barnas Sears, Newton, Mass.; Horace Mann, W. Newton, Mass.; Benjamin Greenleaf, Bradford; Geo. N. Briggs, Pittsfield; David Kimball, Needham; William Russell, Merrimac, N. H.; Henry Barnard, Hartford; William H. Wells, Newburyport; Edwin D. Sanborn, Hanover; Alfred Greenleaf, Brooklyn, N. Y.; Nathan Bishop, Boston; Wm. D. Swan, Boston; Charles Northend, Salem; Samuel S. Greene, Providence, R. I.; Roger S. Howard, Bangor, Me.; Benj. Labaree, Middlebury, Vt.; Edwin Wyman, St. Louis; Thomas Cushing, Boston; Rufus Putnam, Salem; Ariel Parish, Springfield; Leander Wetherell, Rochester, N. Y.; Ethan A. Andrews, New Britain, Ct.; Thomas Baker, Gloucester; John Batchelder, Lynn; Daniel Leach, Roxbury; Amos Perry, Providence; Christopher T. Keith, Providence.

Counsellors.—Daniel Mansfield, Cambridge; Samuel W. King, Lynn; D. P. Galloup, Salem; A. A. Gammell, Providence; Elbridge Smith, Cambridge; Solomon Jenner, New York; F. N. Blake, Barnstable, Mass.; Charles Hutchings, Wilmington, Del.; Leonard Hazletine, New York; David S. Rowe, Westfield, Mass.; Samuel W. Bates, Boston; D. B. Hagar, West Roxbury.

Recording Secretary.—Jacob Batchelder, Lynn.

Corresponding Secretaries.—Charles Brooks, Boston; Geo. Allen, Jr., Boston.

Treasurer.—Wm. D. Ticknor, Boston.

Curators.—Nathan Metcalf, Boston; Wm. O. Ayres, Boston; Samuel Swan, Boston.

Censors.—Wm. J. Adams, Joseph Hale, John D. Philbrick, Boston.

Mr. DILLINGHAM offered a resolution that the Institute recommend to teachers to test in their schools the value of the phonetic system as a means of teaching children to spell, analyze and read the English language.

Mr. BATES of Boston moved to lay this resolution on the table.

Dr. J. W. STONE of Boston opposed this motion. The phonetic system, he remarked, had received the approbation of many prominent friends of education. The Ohio Teachers' Association had adopted resolutions on this subject, which went much farther than the resolution before this body. He remarked briefly upon the value of the phonetic system, and the vast benefit it would confer upon all those who were hereafter to learn the English language.

Mr. BATES said that he was by no means opposed to the system. In fact he had not yet examined it, and was not able to form an intelligent judgment in relation to it. He thought that the Institute were not yet prepared to express any opinion upon the subject, and that there was an impropriety in passing such a resolution at present.

Hon. GEO. N. BRIGGS remarked that he knew nothing about the system, but he was ready to say, after witnessing the extraordinary proficiency in reading and spelling, of the children presented to the Institute who had been taught by that system, that if children could be taught to read in that manner in eight or ten months, by any system, it became the friends of education to look into that system, and not hastily to pronounce it a humbug. He would recommend to teachers to test the matter. He would not have the world say that this subject was introduced to the notice of the Institute, and that they, in their wisdom, had declared they would have nothing to do with it. They should not shut their eyes to a system which might prove of great service in advancing the cause of education.

Mr. BATES withdrew his motion, and on motion of Mr. SWAN, of Boston, a committee of five was appointed to consider the whole subject of Phonetics and report at the next meeting of the Institute. Messrs. Swan, Briggs, Dillingham, Bates and Stone, were appointed members of the committee.

The member appointed to deliver a lecture this evening before the Institute, having been prevented from attending, by request of the Chairman, Mr. SWAN of Boston read a lecture on the "Requisites of Success in teaching." He first considered the whole subject of education, which was defined to be the proper training of the physical, intellectual, moral and religious ele-

ments of our nature. The first great requisite to the success of the teacher was the faculty of maintaining good order. He must be master of himself, or he was not fit to be master of others. If he was peevish, fretful, and ill-natured in his intercourse with his pupils, he would fail to command their respect, and could control them only through fear. Physical education did not receive that attention in our schools which its importance demanded. Teachers in the country could perhaps hardly conceive the importance of this branch of education. Children in cities, deprived of proper air and exercise, exhibited in their appearance and their bearing, melancholy testimony of the evil effects resulting from a want of proper attention to physical training.

There was too great a multiplicity of studies pursued in many of our schools, and children now attended schools too much. The consequence was we were rearing a puny, sickly generation. Children should attend school in the morning, but in the afternoon never. They required recreation during a great portion of the day. He believed that the system of keeping school during the whole day would ere long be abandoned.

The lecturer then urged the inportance of teaching children to exercise their reflective faculties. The routine of daily studies would not produce beneficial results unless pupils were taught to think carefully upon the various subjects of their studies, and to investigate these subjects thoroughly. The importance of the moral and religious discipline of youth was also dwelt upon by the lecturer, who advanced arguments in favor of a more careful attention to those branches of instruction, similar to those presented by other lecturers on this occasion.

The annual report of the Directors of the Institute for 1850–51, was then presented by the President. The Directors state that the year past has been a year of eminent success to the Association. They allude to the renewal of the grant of $300 per annum for five years from 1850. A portion of the lectures, with the proceedings of 1850, with a list of members of the Institute from its formation, has been published, and is for sale by the Treasurer. The library is in an improved condition, and the room and accommodations for keeping it are superior to any hitherto enjoyed by the members. The Treasury is in a satisfactory condition. It has been deemed inexpedient for the present to make applications to the Legislatures of the New England States for a grant of money in aid of the Institute, as a grant had been obtained from the Legislature of Massachusetts. The Directors offer it as their opinion that the Institute

is at the height of its usefulness, and they cherish the hope that the interest of its friends will long continue to sustain it.

On motion of Mr. JONES of Hampton Falls, the subject of the use of Keys to Arithmetics was taken up for discussion. This subject elicited considerable discussion, in which Messrs. Jones, Morse of Nantucket, Greenleaf of Bradford, Hagar of W. Roxbury, Wetherell of Rochester, and Northrop of Saxonville, participated. Some of these gentlemen were opposed to the use of Keys, on account of their tendency to create superficial habits of study, and to prevent the acquisition of that intellectual discipline which it was a great object of mathematical studies to promote. Their use was advocated by other gentlemen, on the ground that they merely furnished a desirable help to the scholar, assisting him in ascertaining whether the process he has adopted in solving any problem, has led him to a right result. Without some such aid, it was contended, the scholar could not be satisfied that he was right. If he could not resort to a Key, he must apply to his teacher for information on this point, and the argument presented for the abolition of Keys might apply with equal force to the abolition of teachers.

Hon. HORACE MANN being present, was called upon by the Chairman to give his views in relation to this subject. Mr. Mann remarked that he was opposed to furnishing these facilities to the scholar. It was important that the scholar should be taught to rely in a great measure upon himself, to investigate thoroughly the science which he studied, and to master its principles. After much consultation with the best teachers, he repeated it as their almost unanimous verdict, that the use of the Key led to trickery, and sometimes to outright falsehood. In the use of Keys an accumulation of temptations was brought around the young mind, and these temptations were greater than children often could bear. A habit of deceit was engendered by this means, which had a most detrimental influence upon the moral character of the scholar.

It had been contended that the same objections applied to the consulting of the teacher as had been urged against the use of Keys. There was no force in this argument, for the assistance rendered by the teacher was always rendered discreetly and with a proper regard to the interests of the scholar, while the Key was consulted improperly and injudiciously. It was true that benefit might sometimes be obtained from the use of the Key; but he considered the evils of their use infinitely overbalanced their benefit.

The subject was then laid upon the table.

Mr. SWAN of Boston announced to the Institute the decease, since their last meeting, of Mr. Barnum Field, of Boston, a member of the Institute since its formation. He offered a resolution, that the members of the Institute concur in the resolutions adopted by the teachers of Boston at a meeting held by them shortly after Mr. Field's decease. These resolutions are as follows:—

Resolved, That we have learned with surprise and deep emotion the sudden death of our highly esteemed professional associate, Mr. Barnum Field, Master of the Franklin School in this city, where for a quarter of a century he has labored in the cause of public education, with distinguished skill, fidelity and success.

Resolved, That we should be culpably insensible to the virtues of our deceased co-laborer, whose merits we have known so well, did we not cherish in our memories his many estimable and noble qualities as a man, a citizen, a neighbor and a friend—his reliable integrity, his conscientious purpose, his firm friendship, his generous heart, and his energetic hand.

Resolved, That in the death of Mr. Field, not only have we lost an esteemed associate, and his family a devoted husband and father, but the interests of education a discerning and efficient friend, the cause of truth and good morals a firm and fearless advocate, whose generous influence has long been felt far beyond the immediate sphere of his stated labors, or the city in whose employ he so usefully spent most of the years of his vigorous manhood:— and that, besides the consolation of his Chistian hope, it is a solace in his bereavement, to feel assured that, not having outlived his usefulness where most known, it will continue even where he has been unknown, spreading its blessings in an ever-widening circle, and still accomplishing a good which was the earnest, the constant, and the growing desire of his heart.

Resolved, That we deeply sympathize with the afflicted family of our departed friend, and earnestly commend them to the protection and blessing of Him who is the God of the widow, and the Father of the fatherless.

Messrs. PHILBRICK and ALLEN, of Boston, briefly addressed the Institute in support of the resolutions, bearing their testimony to the worth and virtues of the deceased.

The resolutions were adopted.

WEDNESDAY EVENING SESSION.

Mr. WILLIAM D. NORTHEND of Salem delivered a lecture on "Popular Education and Republicanism." He commenced his lecture by alluding to the peculiar circumstances attending the formation of our government, and to its successful continu-

ance and steady progress during the last three quarters of a century. It became us, as citizens, to inquire what had been the sources of this prosperity, and what could be done to insure its continuance. A government must go into operation by force of delegated or usurped power, or it must continue with the consent of the people. Practically, in all despotic governments, the power of making laws was vested in the sovereign, who relied on physical force for carrying out those laws. In such a government the more ignorant and degraded the people, the more secure the power of the sovereign. But a government like ours depended upon the will of the people. It would of course represent the opinions of the people.

If the people were not intelligent and virtuous, the government would at last become inefficient, and anarchy would ensue, and in the end it would degenerate into a despotism. The principles of the Puritans had been the life-blood of this nation. They sought to instil into the minds of their children those lofty principles of religion, morality, and freedom, which they themselves cherished. Side by side on this barbarian shore they erected their church and school, fit emblems of the two great conservative elements which were destined to bless the nation which they had founded.

The lecturer then alluded to the provisions made for education by the early settlers of New England. This system of education was a powerful element in preparing the way for our present form of government. Other circumstances, indeed, tended to the formation of the Republic.

The character of the people throughout the land was the same; they had the same interests; they had contended together against the same oppressions, and an irresistible cordiality and nationality of feeling had been naturally excited. These circumstances had undoubtedly conspired to favor the successful operation of the system, but education had been the great cause of the success of the government thus far, and by education he meant the education of the masses of the people. Other nations had their scholars and their institutions of learning, but in no other country were all the advantages of education open to all classes. The great results which had been accomplished became evident by comparing the condition of our people with that of the people of other civilized countries on the globe.

In this country, there were more people able to read and write, than in any other on the face of the globe, containing five times the number of inhabitants. But it was important to trace the progress of education in this country, and he considered

that in such an examination it would appear that some of the important objects of education were overlooked in the system. Education included moral and religious, as well as intellectual training. It had been said by a distinguished statesman, that intellectual education alone was not enough to assure the moral purity of society. The Puritans gave particular attention to the moral and religious training of youth, and enforced it by various statutory regulations. The spirit of the Colonial statutes in regard to education was exhibited by an enactment, enforcing upon the Professors of the University at Cambridge the duty of impressing upon the minds of youth the principles of piety, justice, and a sacred regard to truth, love to their country, humanity, and universal benevolence, sobriety, industry and frugality, chastity, moderation and temperance, and those other virtues which are the ornament of human society, and the basis upon which the Republican Constitution is structured.

It was to the establishment of the Christian religion, and the practice of a stern morality, that our fathers looked to secure the welfare of the State. It had been owing to the moral and religious training of the people, as well as to their intellectual education, that we owed the success of our government. Mental culture without moral training, could not sustain our institutions in their purity. It was urged that it was impossible to teach religion in school. The objection was fallacious as far as regarded morals, for the code of morals was the same with all sects. The great principles of Christianity were acknowledged by all sects, and there was no danger of infringing upon the narrow ground of schism or sect. These were all that it was necessary to teach in our schools. They could be taught without interfering with other studies.

There were a thousand nameless ways in which teachers might inculcate moral principles. It was not necessary or proper that a teacher should go further than to inculcate these great principles. It was not his province to inculcate the peculiar forms or doctrines of denomination or sect.

If the public would require teachers to watch over the moral welfare of children, a power and influence for good would be exerted upon the rising generation, which would be almost incalculable in their results.

He did not intend to undervalue intellectual training, he only urged that the mind and the heart should be gained simultaneously. The influence of the strength and power of mind depended upon the manner in which it was exerted. If without the guidance of moral principle, if perverted, the educated

mind was capable of doing far greater injury than any other. Who were the leaders in all the disorganizing movements in this country? Who were those who were strong to shake the pillars of our Union? They were not men deficient in mental acquirements on the contrary; many were distinguished for their intellectual abilities and persuasive eloquence; but they were men into whose hearts the ennobling and conservative principles of our religion never found their way.

There was a fearful responsibility resting upon the instructor, that he mould both the mind and heart aright; the perpetuity of our institutions depended upon the faithful performance of that duty. Upon New England teachers, particularly, this responsibility rested. New England had always been the leaven of the nation. Her sons went forth into all parts of the land, carrying with them and disseminating the great principles of the education they received at home.

A letter was read by the President, from Prof. Arnold Guyot, of Cambridge, announcing his inability to attend the meeting of the Institute to deliver the lecture which was expected from him.

The PRESIDENT announced that the afternoon of to-morrow, (Thursday,) would be devoted to social intercourse. He hoped that the members of the Institute would all improve the opportunity to become acquainted with each other, and that there might be a free and familiar interchange of sentiment between the teachers present in relation to matters connected with their profession.

A gentleman from Vermont announced a meeting of the Teacher's Institute of that State at Waterbury, and in behalf of that Association invited the members of the American Institute to be present on the occasion. On motion, five delegates from the Institute were appointed to attend the meeting in Vermont.

THURSDAY MORNING.

The members of the Institute assembled at 9 o'clock. A lecture was delivered by Mr. C. A. GREENE, of Milton, on the subject of "Instruction in Spelling." After some observations upon our present orthography and the difficulties attending its improvement, the lecturer alluded to the phonetic system of spelling, to which he advanced numerous objections.

If this system were adopted he considered that the derivation

of words would be lost, if their spelling were changed. The proposed change would destroy all opportunity for improving the pronunciation of the language. There were many words in which the vowel sound had become corrupt. In all cases where the present pronunciation was the result of an untrained ear, phonetics stopped up the way for improvement. We could get some idea of the manner of spelling which would result from the adoption of the phonetic system, by the consideration of the manner of spelling now adopted by many illiterate persons who wrote phonetically. The lecturer advanced also the objection that the printing of books in phonetic type, would be attended with great labor and difficulty.

The talent for spelling depended upon a discriminating ear, an accurate eye, and the power of analysis. Any exercise tending to develop and strengthen these faculties would assist in the acquisition of correct spelling. Teachers could give to their pupils mental pictures of all the words they were required to spell, but the verbal memory diminished as they grew older, and we had abundant evidence that it was difficult to maintain any accuracy in spelling without constant attention to rules. While the memory of words perished, the memory of principles constantly grew stronger. The lecturer then alluded to the different systems of spelling, and their relative value. In the oral system, the exercise of spelling was solely one of memory. Children had no conception of the meaning or use of the names of the letters which they used in spelling. The same time spent in learning children to spell under this method would enable them to acquire a foreign lesson.

The next step in the oral system was the spelling by sound; but unless the scholar had a good ear and a power of close attention, the oral system would not accomplish thus much for him. Rejecting this system, and considering it established that spelling should be taught by writing, he considered the different methods of instruction in this manner. One of them was to give words from the reading lesson to be spelled. This system dispensed with the spelling-book, which was in many respects desirable. It enabled the teacher to select the proper words for spelling. Another advantage was, that it brought scholars to pay attention to the spelling of words as they read them. There was indeed a want of system in this method. The method he had adopted had been attended with great advantage. Every pupil had a blank book, in which the words were written. He used Worcester's Dictionary, which he went through from beginning to end.

With the lower classes, he was accustomed to write the words on the blackboard, and after being examined by the pupils, to erase them. They were then written by the pupils, and then re-written on the blackboard; all errors in the writing of the pupils were carefully noted. With the higher classes, the words were written but once, and their books afterwards examined, and the words spelled wrong were re-written on the next day. With the most advanced classes, the words were not written at all. The need of a good spelling-book, a scientific treatise on orthography, was urged in conclusion by the lecturer.

Mr. G. F. THAYER of Boston coincided in the views advanced by the lecturer. He alluded to the importance of an attention to the fundamental branches of education, reading, writing, and spelling. In his school, so much was thought of these elements that they were dwelt upon from the time the pupil entered until he left the school. The system of teaching spelling by writing, he had adopted with great advantage.

Mr. GREENLEAF of Bradford remarked that he felt great interest in this subject. There was a very general deficiency in regard to spelling; in fact, it seemed unfashionable to spell correctly. He believed the method of teaching spelling suggested by the lecturer was an excellent one. A scholar might spell well orally, but if called upon to write the words would often make great mistakes. There were a variety of methods to secure excellence in spelling among the pupils of the school. The old custom of having a head to the class was a good one, as it tended to excite a proper emulation among pupils. The practice of spelling-matches in schools was also a good one. The thorough study of spelling and the other elementary branches were at present too much neglected in our schools.

The PRESIDENT remarked that in 1830 he had delivered a lecture before the Institute on the subject of spelling, and one of the methods of teaching spelling which he had then suggested, was almost identical with that recommended by the lecturer. In his school a dictionary was used, and the pupils were required to write the words from dictation. Under this system a habit of correct spelling was generally formed, though in some instances it was almost impossible to render some pupils good spellers. In the method adopted by him, the different classes were required to learn some portion of a page of the reading, so that they might be able to spell any of the words correctly. The words were dictated to the scholars, who wrote them upon their slates. The slates were afterwards examined, and the errors noted. To fix those words wrongly spelled in

the mind, and to prevent the recurrence of the wrong spelling, every scholar was required to write out the words correctly in his copy book.

Another system adopted in his school was calculated to promote habits of correct spelling. No scholar was allowed to make a verbal request of a teacher, but was required to write the request upon his slate, to which no attention was paid unless it was correctly spelled, capitalized, and punctuated. There was not a due appreciation of the importance of the three fundamental branches, in the minds of teachers throughout the land.

On giving instruction in reading, he was accustomed to encourage the children to ask such questions as occurred to them in regard to any portion of the reading lesson. These questions were immediately answered, if the teacher was able to do so; if not, his inability was frankly confessed, and the question answered at some subsequent time. The members of the reading class were all called upon to criticise the reading of their fellows. No reading lesson was passed over until it had been read correctly in every particular. The speaker urged the importance of thoroughness in every branch of teaching. He strongly recommended the practice of a constant reviewal of the studies pursued.

Mr. SHERWIN of Boston mentioned several words which he had heard mispronounced since the meeting of the Institute, as illustrative of the necessity of a stricter attention to the subject of pronunciation.

Dr. STONE of Boston made some remarks in relation to the subject of pronunciation. It was impossible, he said, to teach children to read correctly, without having some standard of pronunciation to which we could appeal. That standard was found in the practice of the best orators and elocutionists, and there was no way in which that standard could become generally known than by clothing the language in a phonetic form. He alluded to a statement of the lecturer that phoneticians intended to abolish the present alphabet. This he denied. They did not intend to annihilate the present orthography, or to introduce so great a change from the present method of spelling as existed between the present orthography, and that adopted in the time of Chaucer. Neither was it the tendency of the phonetic system to prevent the ascertainment of the true derivation of words. Phonetics, in fact, assisted in ascertaining the derivations of words, and presented with more clearness than the present system, the analogies of words.

In answer to the objection that the existence of provincialisms

would necessarily cause different methods of phonetic writing, he observed that it was important to establish some standard of pronunciation, and to pirnt the language in some manner by which that standard might be made generally known.

An informal discussion then ensued on various topics. Dr. ADAMS made some remarks in regard to Keys to arithmetics. He stated that the demand for Keys came in the first place from teachers, and that the demand had never ceased. So long as that demand continued, the Keys would be supplied. He was not entirely opposed to their use, as in some instances they rendered desirable aid to the teacher.

Mr. SULLIVAN of Boston offered some resolutions, recommending greater attention to moral training in schools, which were adopted.

The afternoon of Thursday was devoted to social intercourse. The members of the Institute assembled at the hall, and several hours were very agreeably spent in familiar conversation.

THURSDAY EVENING SESSION.

The Institute met at 7 1-2 o'clock. On motion of Mr. PHILBRICK of Boston, it was resolved that the Board of Directors of the Institute be authorized to expend $50, in three prizes, for essays on subjects and on conditions to be proposed by them.

On motion it was resolved that the Institute deem the adoption of the system of grading schools into primary, grammar, intermediate and high, as the best method of rendering instruction and training economical, thorough and efficient.

A lecture was then delivered by Rev. DARWIN H. RANNEY, of Vermont, on the subject of Physical Education. After urging the importance of the simultaneous and symmetrical training of the mental, moral and physical faculties, the lecturer proceeded to consider the best method of physical training, dwelling at length upon the necessity of proper attention to diet, exercise, air, and clothing. The views he advanced on these subjects, though not new, were presented in a somewhat novel manner. His discourse was plain and practical, and contained many sound and sensible suggestions in regard to the training of the physical man.

After the lecture was concluded, a vote of thanks was passed to the several gentlemen who had favored the Institute with lectures—to the proprietors of the newspapers who had published notices of the meeting gratuitously in their columns—to the Committee of Reception in Keene—to the inhabitants of Keene

for their numerous attentions and hospitality—to the Railroad Companies who had passed members over their roads at a reduced fare, and to the Secretary for the faithful manner in which he had performed his duties during the session.

Mr. PHILBRICK of Boston moved that the thanks of the Institute be presented to the female teachers, who had added to the attractions of the occasion by their presence, for their approving smiles, and their patient attention to the lectures and discussions of the meeting. The ladies, he said, constituted the majority of teachers present, and they had evinced throughout the session the deepest interest in the various exercises. They were among the most faithful, zealous, and devoted members of the profession, and he was one of those who looked hopefully forward to the time when the compensation which they received for their services would be in some measure commensurate with their labors.

The motion was carried unanimously.

Judge PRENTISS of Keene said that in view of the flattering resolution which the Institute had adopted in relation to the inhabitants of that town, he felt authorized to express their gratitude that the place had been selected for the meeting of the Institute. He considered that the meeting would have a good effect upon the community in that part of the State, in renewing their interest in the cause of education.

A resolution was offered by some of the ladies, presenting the cordial thanks of the Association for the display of flowers which had graced the hall from day to day. The resolution was adopted.

Mr. EDWARDS of Keene referred to the vote of thanks which had been passed to the inhabitants of that place, and observed that the obligation conferred was not all on one side. The Institute, he said, had honored the citizens of Keene, by holding their meeting in that town, and in behalf of the citizens he moved a vote of thanks to the Institute for this action on their part. The question was put to the citizens of Keene who were present, and the motion was unanimously carried.

It was voted that a book be provided in which to record the names of those who might hereafter attend the meeting of the Insitute.

The Secretary announced that forty members had been added to the Institute since the commencement of the session.

The PRESIDENT remarked that it had been customary at the close of these meetings, for the presiding officer to say something by way of a valedictory, and he could not let the occasion pass

without saying a few words at parting. This had been the largest meeting the Institute had ever enjoyed. It was estimated that five hundred teachers had been in attendance. It was to him a most gratifying sight to see so many teachers in one assembly. It might perhaps be not unbecoming in him to offer them some advice and suggestions in regard to their vocation, but the lectures which had been read to them on the occasion, had conveyed the very best advice which could be offered. He would, however, impress upon them the importance of an attention to the suggestions of the very able and interesting lecture to which they had listened upon the subject of teachers' morals and manners.

The cultivation of the graces and virtues there recommended, could not be too strongly urged upon teachers. Refinement of manners, a mild and cheerful disposition, and, above all, purity of life and conversation, were requisite to success in their vocation. A sense of the weighty responsibility resting upon the teacher, in forming the intellectual and moral character of the youth of our country, should be ever present with them, prompting them to a careful and conscientious performance of their duties, and rendering them ever watchful over their own conduct, that the force of their teachings might not be weakened by a failure on their part to illustrate by their own lives the virtues which they inculcated.

The audience then united in singing Old Hundred, after which the meeting was adjourned until next year.

TEACHERS' INSTITUTES

Will be held the ensuing Autumn in the following places, continuing one week each.

At Petersham,	commencing	October	6.
" West Newton,	"	"	13.
" Stoughton,	"	"	20.
" Southbridge,	"	"	27.
" Northborough	"	November	3.
" Barnstable	"	"	10.

THE

MASSACHUSETTS TEACHER.

Vol. IV. No. 10.] WM. D. SWAN, Editor of this Number. [October, 1851.

IMMIGRATION.

The poor, the oppressed, and, worse than all, the *ignorant* of the old world, have found a rapid and almost a free passage to the new. So great is the pressure upon the masses in the old countries, especially in Ireland, and so rapid and cheap is the ocean path to a better land, that every possible inducement is held out to the degraded and ignorant abroad to leave the land of their nativity and seek a new home upon our shores. The constantly increasing influx of foreigners during the last ten years has been, and continues to be, a cause of serious alarm to the most intelligent of our own people. What will be the ultimate effect of this vast and unexampled immigration, is a problem which has engaged the most anxious thought of our best and wisest men. Will it, like the muddy Missouri, as it pours its waters into the clear Mississippi and contaminates the whole united mass, spread ignorance and vice, crime and disease, through our native population? or can we, by any process, not only preserve ourselves from the threatened demoralization, but improve and purify and make valuable this new element which is thus forced upon us, and which we cannot shut out if we would?

The waters of the Mississippi and Missouri when they first meet do not mingle, but run along side by side for miles—the one, sparkling and bright, in all its native purity, the other muddy and impure as it left its own valley. But the scene soon changes; the bright and the pure disappear, and the whole united mass rolls on, a great and a mighty river, bearing navies on its broad bosom to and from the ocean, but without the beauty and transparency of the parent stream. Its volume and power are wonderfully increased, but its purity has disappeared forever.

If such is to be our fate—if the immense aggregation made

to our population by immigration, is only to increase our strength while it essentially impairs our character;—if the gradual mixture of the foreigner with the native is to tinge the latter with the ignorance, vice and crime which pervade other lands, then it had been better for us and for our children to the latest generations, that when our fathers declared these United States free and independent, they had, at the same time, established a rigid non-intercourse with the rest of the world.

But if, on the other hand, we can by any means purify this foreign people, enlighten their ignorance, and bring them up to our own level, we shall perform a work of true and perfect charity, blessing the giver and the receiver in equal measure.

AND THIS IS OUR MISSION,—a mission in which every Christian, every patriot, every philanthropist is bound to work; a mission of far greater importance to the universal welfare and improvement of the whole human race than all others save one. The task is difficult; let us be thankful that it is not an impossible one.

Our chief difficulty is with the Irish. The Germans, who are the next in numbers, will give us no trouble. They are more obstinate, more strongly wedded to their own notions and customs than the Irish; but they have, inherently, the redeeming qualities of industry, frugality and pride, which will save them from vice and pauperism, and they may be safely left to take care of themselves. But the poor Irish, the down-trodden, priest-ridden of centuries, come to us in another shape. So cheaply have they been held at home—so closely have they been pressed down in the social scale—that for the most part the simple virtues of industry, temperance, and frugality are unknown to them; and that wholesome pride which will induce a German, or a native American, to work hard from sun to sun for the smallest wages rather than seek or accept charitable aid, has been literally crushed out of them. We speak now of the masses. There are many and brilliant exceptions among our Irish immigrants—thousands of industrious, frugal, temperate men, who, in common with us, see and deplore the defects we have spoken of in the general character of their countrymen, and who are ready to lend a willing hand for their eradication.

To understand an evil perfectly, is a great point gained towards a remedy. In this case the principal remedial measure stands out so clearly that there is no mistaking it. With the old not much can be done; but with their children, the great emedy is EDUCATION. The rising generation must be taught as our own children are taught. We say *must be*, because in many cases this can only be accomplished by coercion. In too many instances the parents are unfit guardians of their own children. If left to their direction the young will be brought up in idle,

dissolute, vagrant habits, which will make them worse members of society than their parents are; instead of filling our public schools, they will find their way into our prisons, houses of correction and almshouses. Nothing can operate effectually here but stringent legislation, thoroughly carried out by an efficient police;—the children must be gathered up and forced into school, and those who resist or impede this plan, whether parents or *priests*, must be held accountable and punished.

A second remedial measure may be found in a strict execution of the laws against intemperance; and if these laws are not sufficiently stringent they must be made more so, even if we go to the length which Maine has gone. In our large towns, where the most of our Irish population resort, a sufficient body of police should be employed to eradicate every grog hole and bring before the magistrates every drunkard. Make it impossible for these people to obtain rum—compel them to be temperate, and the battle is more than half won; for with temperance come industry and frugality.

A third remedial measure is to put an entire stop to street begging; and in order to do this effectually we must every one of us steel our hearts against all sorts of importunities. Give work if we have it to give, but give nothing else. There is no danger that any one will starve—the really needy will find their way to the proper officers who will give the proper relief, and every cent given to others than these, is a reward to idleness. Let every beggar be sent to the almshouse, and when there, if able to work, let him be made to work. If this course were adopted and thoroughly carried out, not only should we rid ourselves of street beggars, but we should decrease the number of paupers. Thousands would get their own living by labor, who now prefer begging, and even being immured in an almshouse, rather than to work for their bread.

Did our limits permit, we should be glad to go farther and deeper into this subject, for it is one of pressing weight which we must overcome, or it will conquer us and contaminate our children.

EMIGRATION.

We have already discussed, very briefly and imperfectly, the great movement of immigration, and pointed out some of our duties as connected therewith.

Our country has become the refuge of the poor and the oppressed of the white race from all lands; and we are content that it should be so if we can devise means to prevent this influx of foreigners from exercising a deteriorating effect upon ourselves

and our children. But while the white race from Europe are seeking homes amongst us and filling all the avenues of labor, and we are anxiously considering how we shall dispose of them, another question of no less vital importance is urging itself upon our attention with daily increasing force:—What is to be done with the millions of the black race who are already here?

The time is approaching when slave labor will cease to yield a profit, and as that result begins to make itself felt the bands of slavery will gradually relax. There will be a disposition,—commencing in the border States,—to let the bondman go free if he can be provided for. Broad as our country is, every thinking mind must come to the conclusion that it is not broad enough to contain in peace and harmony two antagonistic races, whose marked peculiarities prevent the possibility of amalgamation, and who must ever remain distinct and antagonistic. No territory on this continent can be assigned to the sole use of the black race on which they will be allowed to rest in peace. A strong disposition—which will continue to increase in strength—is already manifested in the free States, to prevent the further immigration of free blacks within their borders. And it is better that this determination should exist, and that it should be manifested with a resolute and determined spirit, thereby throwing upon the States who cherish the institution of slavery the whole burden of that institution, and obliging them to seek a remedy for its evils: a course they will be in no haste to adopt while the free States absorb all their surplus black population.

The only resource for this portion of our population is emigration, and it lies with us to say in what manner it shall be brought about. They may be educated, or starved into the conviction of this truth. They may be *taught* that their destiny calls them to other lands, and thus be sent forth willingly—the founders of a splendid Republic—civilized, Christianized, before they depart, and carrying with them, and spreading over other lands, which have been covered for centuries with thickest clouds of ignorance and superstition, the bright and cheering lights of civil virtues and Christian philanthropy: or they may be neglected, degraded, and finally compelled by want, to seek, as the Irish now seek, relief in foreign lands, carrying with them nothing but ignorance and vice.

Shadowed out in the dim obscurity of the future, we may see the black race in possession of the most fertile countries of the world. Driven from this continent some will find homes in the land of their fathers, but others will possess themselves of Jamaica, Cuba, Porto Rico, and other islands, and remain there, acknowledged masters and lords of the soil. These lands are theirs by nature. Beautiful and fertile as they are,

their climate is fatal to the white, but salubrious to the black race, and the day will come when the white race will cease to contend against nature, and leave the black in peaceful possession of that which he alone is fitted to occupy and enjoy.

It is one of the missions of our day to prepare for this forthcoming change—to bring about this exodus in that manner which shall be most beneficial to the blacks, and most honorable to ourselves. It is to be done by *education*—by preparing the children of this race to assume a high position in their new homes—by instilling into the minds of them all, old and young, the necessity and the great advantages of this change; and if we thoroughly discharge this duty, not only shall we in time be freed from all the evils of slavery, but even slavery itself will be converted into a blessing which will civilize and Christianize a quarter of the world extending knowledge and happiness to countless millions yet to be born.

The little which has been done in Africa is a sure index to how much may be done. The glimmering star which shines feebly upon one small spot of its vast shore, may be kindled into a bright sun which shall extend its vivifying and life-giving rays over every portion of a benighted continent. It is ours—and not a burden, but a privilege we should deem it—to help on this great revolution, to give our hearts and our hands with cheerful vigor to a work which promises greater blessings to the world than any other ever undertaken by man.

[From the Cambridge Chronicle.]

EXHIBITION OF THE CAMBRIDGE HIGH SCHOOL.

The third annual Exhibition of the Cambridge High School took place at the City Hall, Saturday, August 2. The hall was filled to overflowing. The exercises consisted of speaking by the boys, reading by the young ladies, and singing. We have rarely witnessed any exhibition, not even excepting college commencement, where the speakers did themselves more credit. Perhaps, all things being considered, we may say we have never seen better performances. Usually, the style of one speaker at such exhibitions is the same as that of another, a wearisome monotony of manner and gesture. Here the majority of the speakers differed one from another, and the different styles were natural and agreeable. Where all did well, and many remarkably well, it would be difficult to select the most deserving. Yet we feel that we cannot pass over one, a child of some ten or eleven summers. His part was the spirited poem of Halleck, Marco Bos-

saris, and never have we heard anything more eloquently, more appropriately, more admirably delivered. Gestures the most animated and the most graceful,—in themselves, eloquence,—a voice modulated to every emotion breathed in that fine poem, an eye that kindled with lofty fire, or melted in subdued feeling, all combined to hold us spell-bound, while, we are not ashamed to say it, tears fell fast from our eyes, nor from ours alone, for many were alike thus deeply moved.

The young ladies presented a beautiful appearance, modest and pretty in their robes of white. Their timidity and the embarrassment of reading before so large an audience were too great to permit them to do themselves much credit. One or two read very well, however, one remarkably well. The singing was delightful, and reflects the greatest credit on their instructor in music and on the pupils.

A very large number of the young ladies graduated, having gone through the English course of three years. Only two young gentlemen, we believe, had accomplished this term. To these diplomas were distributed. A very brief address was made by the Principal, Mr. Smith, to these graduates. His emotion at parting with so many pupils, endeared to him by their good conduct and good scholarship for so long a time, was such as to prevent his saying but a few words.

Six young gentlemen who had completed the Classical course of three years, received diplomas. They had already entered on their Collegiate course at Harvard.

After the diplomas were distributed, Dr. Wellington announced that remarks would be made by several gentlemen present, and introduced Dr. Sears, the Secretary of the Board of Education, who rose and made an address of some twenty or thirty minutes in length.

His attention, he said, was usually given to obscure and neglected places. He devoted himself to those towns and districts where education was neglected and little cared for. He had occasion usually to lament the deficiencies in schools, but here he found a most delightful contrast. He wished he could transport the scene he had just witnessed, to the Cape, to Berkshire County, to places where it is impossible to convince the people that such scenes exist. In parts of Berkshire County the public schools are in such a condition that the better classes cannot attend them. Tell the people that such exhibitions as the present are facts, and they say, "so much the worse for the facts."

Public schools properly conducted have an advantage, he said, over private schools. The teacher is not hampered by the necessity of pursuing such a course as will *pay* best,—bring in the most money. The system of gradation must of necessity be better in public schools than in private. Indeed, in the latter,

a thorough education is said to be impossible, because parents, the majority of them, desire the most rapid and the cheapest mode of teaching, no matter how superficial. Dr. Sears spoke of the Cambridge schools in a very complimentary manner. He said that people came from far to examine the construction of our schoolhouses, and he wished they would come and examine the schools and the school system, and carry away models of these.

The object of public schools, he said, was to educate the mass of the people; to fill the great heart of the nation with pure blood; to bind the hearts of our people together in childhood and youth, in such a manner that when they are older no factions may be able to divide them. Here was common ground for all—no religious, no political differences to come in with their divisions. Who did not know the power of school associations in after life? He showed the fallacy of the popular sentiment, that the common school and the college are in antagonistic positions. "The basement," said he, "is so much arrayed against the upper story, as the common school against the college," and he cited Cambridge as a triumphant proof of his assertions.

He was followed by Hon. Mr. Upham, of Salem, whom he announced as his ally.

Mr. Upham said he accompanied the Secretary to those counties and towns that need waking up to education. He was his allay in this occupation. But surely there was no need of such service here, in this, the model High School of the State, that stood, he would not say in the shadow, but in the light of the university.

He alluded to the fact of the number of the boys and girls being so nearly equal in this school, there being a difference of but one in their numbers. He said it was the settled purpose of the government of Massachusetts to educate both sexes, to open all the higher avenues of knowledge to females, to secure to them through the High schools and Normal schools, a liberal education. Such was the wise, far-sighted, noble policy of the State. He spoke in glowing terms of the effect of this policy on woman, and on society. Fully carried out, it would give to Massachusetts a pre-eminence in national glory, in civilization, and refinement, never hitherto attained or known. We need not, he said, fear any injurious effects from the education of woman, nor dread any assumption of man's prerogatives. The more truly women are educated, the wiser they will be to retain the staff they already hold in their hands. The men may retain the offices, the women will rule after all. For woman, the field of glory is the family, the seat of power is the home. By and through education, it is for woman to make home more powerful and happy, than any field of glory in the exclusive occupation of man.

Mr. Everett, having been requested by the Committee to make a few remarks, spoke substantially as follows:—

I rise, Mr. Chairman, at your request, to express the great satisfaction with which I have witnessed the exercises of the day. I came here as a parent, citizen, and friend of the school, with no expectation or intention of taking any part in the proceedings, beyond that of a gratified spectator; but it would be churlish to refuse to comply with your request, that I would address a few words to the company. I can say with great sincerity, that I have attended the exercises of this morning—the specimens exhibited to us of reading and elocution—with much pleasure, as I did the more strenuous exercises of last Monday's examination at the schoolhouse. Taken together, sir, they show the Cambridge High School to be in a sound and improving condition; for if I mistake not, I see the marks of progress in the school, as compared with its condition last year. This is the more satisfactory, because I believe you consider, sir, (addressing Mr. Smith,) that you have labored under some disadvantage in the course of the past year, in consequence of the frequent changes in the body of teachers. Still, however, the superintendence has remained unchanged—the general system of government and instruction has gone on—and I believe those gentlemen who witnessed the examination and exhibition last year, will agree with me that there is not only no falling off, but decided progress the present year. This is as it should be; in fact, any other state of things would be unsatisfactory. Every thing else around us is in progress. The standard of excellence in education, as in all other things, is constantly advancing; and the school that does not go forward—that even stands still—will soon find itself in the background.

There are few things, Mr. Chairman, in which the rapid progress of the country is so apparent as in its institutions for education. The learned Secretary of the Board of Education (Rev. Dr. Sears) has just alluded to the defects of the schools in some remote parts of the Commonwealth, unfavorably situated in this respect. I dare say his representations are correct; but the younger part of this audience would not believe me—no one scarcely whose own recollection did not confirm it would believe me—if I were to describe the state of what were called good schools when I was myself a school-boy, more years ago, Mr. Chairman, than I believe I shall tell you. I allude to the condition of the best public schools of that day. The instruction in what are commonly called the English branches was confined to reading, writing, arithmetic, grammar, and geography—all taught according to very defective methods, and with the help of poor manuals. The books for reading and speaking were either foreign—some of them consisting of matter selected with-

out judgment and taste, and ill-adapted to this country—or, if of domestic manufacture, not much better adapted, on that account, to form the taste of the young American speaker or reader. In fact, our native literature, at that time, hardly afforded materials for a useful and interesting selection. In grammar, we had a very imperfect abridgment of a work of but moderate merit in its original form. For arithmetic we depended on the work of Pike. I desire to speak respectfully of it, as I learned from it what little I learned at all of the noble science of numbers; and, in fact, in the elementary rules, there cannot be room for much diversity of method. But, good or bad, there were few schools that carried the pupil far beyond the *Rule of Three.* Single and double fellowship was rather a rare attainment, and alligation, medial and alternate, a thing to talk of. As for logarithms, geometry and its various applications, and algebra, they belonged to a *terra incognita*, of which no schoolboy ever heard who had not an older brother at college. As to the blackboard, I never heard of such a thing at school. Geography was taught, at that day, from very imperfect compends; it was confined to a rehearsal of a few meagre facts in physical geography, and a few barren statistical details, which ceased to be true while you were repeating them. The attention of the scholars was never called to the philosophy of this beautiful branch of knowledge; he was taught nothing of the relation in which man stands to the wonderful globe on which he is placed. No glimpse was given him of the action and reaction upon each other, in this department of knowledge, of nature and man. A globe, I believe, I never saw at a public school near enough to touch it. I am not sure that I was ever in the same room with one, at that period of my life, though I will not speak with entire confidence on that point. A large and accurate map was never exhibited in school fifty years ago. I do not speak of maps like those beautiful ones now constructing under the superintendence of Professor Guyot, with their admirable ethnographical indications, isothermal lines, vegetable boundaries, oceanic currents, and careful delineations of those breaks in the mountain chains, which have determined the path of civilization. I do not speak of these refinements with which the eyes of the young student of geography are daily feasted at the present day, but of large, distinct, well-executed maps of any kind; I never saw one at school. The name of Natural or Moral Philosophy was never heard in our English schools at that day; it was much if some small smattering of those branches was taught in the upper classes at our best academies. The same may be said of all the branches of natural science, such as chemistry, zoology and botany, which have been so well unfolded to you at the High School during the last two years—

partly in the stated routine of instruction, and partly in the admirable lectures kindly given to you by Professor Agassiz. There was no philosophical or scientific apparatus furnished at the schools in my day, with the exception, as I remember, in a single instance, of a rickety gimcrack that was called a *planetarium*, and showed how the heavenly bodies do *not* move. As for a school library, with which, my young friends, you are so well provided, there was not in any school I ever attended so much as half a dozen books bearing that name. There was indeed at the academy at Exeter, which it was my good fortune to attend for a few months before I entered college, a library, containing, I believe, some valuable, though probably rather antiquated volumes. It was my privilege, while I was a pupil, never to see the inside of that apartment—privilege, I say, sir, for it was the place where the severer discipline of the institution, in rare cases of need, was administered.

> Hinc exaudiri gemitus, et sœva sonare
> Verbera.

We little fellows, sir, got to have the most disagreeable associations with the very name of library. I ought to add, in justice to our honored preceptor, good Dr. Abbott, that the use of the library for any such purpose was a very rare occurrence. He possessed the happy skill, Mr. Smith, which I am gratified to say has not died with him, of governing a school by persuasion and influence, and not by force and terror.

As to the learned languages and classical literature generally, they were very poorly taught in those days. I do not like to speak disparagingly of men and things gone by. The defects were at least *vitia ævi non hominum*, but defects they were of the grossest kind. The study of the Latin and Greek was confined to cursory reading of the easier authors; a little construing and parsing, as we called it. The idiom and genius of the languages were not unfolded to us; nor the manner of the different writers; nor the various illustrative learning necessary to render the text which was read, intelligible. We got the lesson to recite, and that was all. Of Prosody, we were taught little; of Versification, nothing. I was never set to make a hexameter or pentameter verse at any school, or, I may add, college, in my life; nor did I ever do it, till I was old enough to have children at school, who asked my assistance.

As for text-books and editions, they were all foreign, and, I may add, compared with those of the present day, both native and foreign, all poor. Master Cheever's Accidence, Corderius, and Eutropius, with an English translation in parallel columns, were the books with which the study of Latin was commenced half a century ago.

Such were the schools; and the schoolhouses were in keeping with them,—for the most part cheerless and uninviting in the extreme; cold in the winter, hot in summer, without ventilation, destitute of every thing required for accommodation, comfort or health. So late as when I went to the Latin school in Boston, the boys had to take their turn—youngsters, some of them eleven and twelve years of age—of getting up before sunrise in the winter and going to the schoolhouse (some of them a long distance, and at times through streets blocked up with snow,) to "sweep out school," as it was called, and exercise their ingenuity in making wet wood burn, and a foul chimney draw smoke.

But these days of physical hardship and discomfort, of defective teaching and defective learning, are past. You can hardly believe that they ever existed. In the immense strides taken by the country, in all the paths of progress, since the beginning of this century, nothing is more distinctly marked than the improvement of the schools. It must be so, in a healthy state of society, for the education of the young—the formation of the minds and characters of the next generation—is the flowering out of the community. It is to the social and intellectual world, what the vernal outburst of nature is to the natural world; with the mighty difference that inanimate nature, of necessity, repeats herself from year to year with an august uniformity, while man is endowed with a capacity still more sublime of perhaps indefinite improvement.

We shall feel more forcibly the importance of this improvement in the schools, when we consider how many things must conspire and work together to produce it. As earth, air, water and sunshine must co-operate for the growth of vegetable nature, all the best and most powerful influences and most favorable circumstances must be combined into a harmonious system, to make education, on any thing of a large scale, what it ought to be. And this happy combination of means and influences has in point of fact in this country—especially in this part of it—been called into action.

Not to speak of the legislation by which the duty of educating the young is enforced by public authority, there must, in the first place, be liberal pecuniary appropriations made by the community. We New Englanders are constantly charged, and in very exaggerated terms, with excessive love of money. It happens that a good system of public education is one of the most expensive of luxuries; and where is the country which has so freely indulged in it? You may recollect, sir, that I stated on this platform last year, that the annual appropriations of the City of Cambridge for the support of her schools—a city of fifteen or sixteen thousand inhabitants, among whom are none of

great wealth—exceed the entire annual income of all the funds bestowed upon our ancient and venerable university, and applicable to the business of instruction, since its foundation. I speak of the college proper, and not of the professional schools connected with it. The annual expenditure of Boston for schools and schooling is more than half of the entire expenditure of the Commonwealth, for the support of all the public establishments and the salaries of all the public officers. These munificent appropriations, as you all know, are not provided for out of the income of ancient endowments; they are met by taxation from year to year. The money-loving people of Massachusetts, as they are called by foreign and domestic fault-finders, happen to be the people who lay upon themselves, in their little municipal democracies, the heaviest tax paid by any people in the world for purposes of education.

These liberal pecuniary appropriations, however, are but the first step; they give you schoolhouses, school-libraries, apparatus and fuel, and the salaries of teachers; but the teachers themselves are not to be had merely by paying for them. A class of skilful, accomplished and conscientious teachers can only be gradually formed. They must be men and women, a considerable part of them, who have chosen the work of education as the business of their lives—who give to it their time, their abilities, and their hearts. Such a class of teachers is not to be had by asking for it. It must form itself in the bosom of an intelligent and virtuous community, that knows how to prize them—that holds them in high esteem, as some of its most honored public servants. There are portions of our country, in which, if you were to stud them thick with our beautiful schoolhouses, with all their appliances, apparatus and libraries, you could not work the system for want of teachers, nor get the teachers merely by advertising for them. Sir—I say it for no purpose of compliment in this place—the school teachers in this community constitute a class inferior in respectability to no other, rendering the most important services, by no means overcompensated; rather the reverse. I consider their character and reputation as a part of the moral treasure of the public, which we cannot prize too highly.

Closely connected with the teacher, and of the utmost importance in a good school system, is the School Committee—a most efficient part of the educational machinery. Much of the prosperity of our schools depends upon these Committees. They stand between all the interests—parents, pupils, and the public—connect them all—mediate between them all. An intelligent Committee is the teacher's great ally. They witness his labors, and mark the proficiency of the pupils. They counsel him in cases of doubt; share or assume the responsibility in cases of

difficulty. A community may think itself highly favored when gentlemen of respectability in the several professions, and in the active callings of life, can be found, as in the city of Cambridge at the present time, to undertake this laborious and responsible office. Nor will an efficient school system readily be sustained where this cannot be done. I own, sir, I witness with admiration the spectacle of gentlemen, whom I know to be burdened with heavy and incessant duties of their own, and are yet willing, day after day, and week after week, in summer and in winter, to devote themselves to a laborious, thorough and conscientious examination of the schools; besides looking in upon them frequently, and being always accessible for counsel and direction, in the intervals of the periodical visitations.

But, sir, all this is not enough. In order that the school should prosper, no small part of the work must be done at home. Let the father and the mother who think that their child has made but little progress at school, bear this in mind. I am almost tempted to say, without intending a paradox, that half of the government, if not of the instruction of the school, must be done at home. This I will say, that if nothing is done at home to support the teacher, his labor is doubled. The parent must take an interest in his boys' or his girls' pursuits, and let them see that interest. It is shocking to reflect how often the child is sent to school "to get him out of the way." There will be no good school in the community where that is the prevalent motive. No, he must be sent there for his good and yours. Your heart must go with him. He is not an alien and a plague, to be got rid of for so many hours. He is a part of yourself; what he learns, you learn; it is your own continued existence, in which you love yourself with a heavenly disinterestedness. And yet you are not to let your parental fondness blind you. Do not listen to every tale of childish grievance against the master. The presumption is, that nine times out of ten the grievance is imaginary; in truth, the presumption is always so, generally the fact is so. Then, too, the parents' co-operation is of the utmost importance in other ways. For many of the short-comings of scholars, the parents are the party to blame. It is their fault, if he stays at home for a breath of cold air or a drop of rain. It is the fault of father or mother, if the poor child cannot get his breakfast in season, or if his clothes are not in wearing condition. Let the child see betimes that in the opinion of his parents, going to school is one of the most important things to be attended to in the course of the day, and he will so regard it himself.

And this is a result not less important than all the rest. In order to a good school, there must be a good spirit among the scholars. Where all the other requisites alluded to exist, this is

not very likely to be wanting; but it may be, it sometimes, under particular circumstances, is wanting. But if there is a fine spirit of generous docility on the part of the children, the school will almost of neccssity be a good one. It will, if I may so, keep itself. A good school always does, to a considerable degree, keep itself. When I hear of a good school, I involuntarily think there must be good materials to make it of. Our worthy friend, Mr. Upham, has just told us, that the High School at Cambridge is regarded as a model High School. Would any one who heard of it by this description doubt that Mr. Smith had good elements to deal with? I certainly do not mean to unsay any part of what I have been saying, as to the variety of influences and agencies which must co-operate to form a good school or a good system of schools; nor am I insensible how much may be done by a kind and intelligent teacher, aided by an efficient Committee, to improve and elevate a school of the most unpromising description; but where both conditions unite—where accomplished and faithful teachers, effectually countenanced by the public, are called to the instruction of well-principled and well-mannered children, ardent and emulous to improve themselves—it is a sight for an angel to behold with complacence.

And now, sir, I have dwelt so long,—so much beyond my purpose when I began,—on these general reflections, I can but add a thought or two addressed particularly to our young friends. I have described to you the great defects of the schools as they existed in my school-boy days. Let the comparison between them and the schools of the present day awaken you to new diligence. Remember that you are favored with the means of acquiring in the morning of your days, and under circumstances the most favorable to acquisition, that which we, if we have acquired it at all, have been obliged to pick up by the dusty roadside of life, and at an age when men begin to be perplexed with care and burdened with duty. You will prove yourselves degenerate children, if you do not far excel your fathers.

Finally, my young friends, let your exercises this week suggest an important lesson to you. If in the course of your examinations the other day, it happened to any of you to fail in any part of what you were directed or expected to perform, I I dare say it occurred to you, that a few moments more, at the proper time in the course of the year—a little longer study—another turn of the leaves of the dictionary—a steadier exertion of the memory, would have prevented the failure. Reflect, then, that the entire season of youth,—all your schooling and all its studies and attainments,—are but the preparation for the arduous examinations,—the conspicuous exhibitions,—the strenuous contests of life. As you pass your time and improve your

opportunities at school, so will your success be, not certainly and irrevocably, but with great probability, and, in a majority of cases, in after life. "If the spring," says Dr. Blair, "put forth no blossoms, summer will display little beauty, and autumn afford no fruit; so if youth be wasted without improvement, manhood will be contemptible, and old age miserable." If these golden hours of youth are thrown away, you throw away the best hope of usefulness and prosperity in this world, and may I not add, you throw away that which affords the best human promise of happiness hereafter.

Mr. Everett was interrupted during his remarks by frequent bursts of applause.

Mr. Smith addressed a few words to parents, and remarking that the son of Mr. Everett had attended the High School a year and a half, and had never been absent an hour, unless previous information had been given by the father, or explanation made by the son immediately on his return to school, he thence took occasion to urge upon parents the duty of seeing that children attended punctually. Half the expense of the school was thrown away, on account of so much absence of scholars. If parents were only faithful, how great would be the result for good.

The exercises were then closed by the singing of an original hymn, by a member of the senior class, in which the whole school joined.

BRIDGEWATER NORMAL ASSOCIATION.

THE Annual Convention of this Association was held in Bridgewater, on Wednesday, August 20, 1851.

At an early hour the Normal Hall resounded with the glad voices of a large number of the members of the Association, who had come from their various fields of labor to mingle once more with their friends and classmates of former days.

At half past nine the Association was called to order by the President, Dana P. Colburn. The journal of the Convention of 1850 was read by the Secretary, after which, officers were chosen for the ensuing year, and the usual business transactions were attended to, when the following resolutions were unanimously adopted:

Resolved, That each year of our experience as teachers, serves to deepen the conviction that Teaching should be regarded as a distinct profession, requiring a special course of study and preparation.

Therefore, resolved, That to secure this end, by furnishing teachers more thoroughly trained for their work, the course of study required in the State Normal Schools should be materially lengthened.

Resolved, That all that we ask for ourselves as Normal Teachers, is, that we may be judged by our works, as other teachers are judged by theirs; that while the fact that we have spent a year at a professional school in special preparation for the teacher's life and duties, should weigh in our favor, we do not wish to have it regarded as of itself sufficient evidence of qualifications; and that we regard the feeling that none but Normal scholars are fit to teach, as a prejudice no less injurious than that other prejudice which rejects a teacher merely because he is a graduate of a Normal school.

Resolved, That since as is the teacher so is the school, it is the imperative duty of every teacher, as it is also his best policy, to constantly strive to improve in his profession by systematic study.

Resolved, That while the teacher should labor to acquire a *thorough* knowledge of some one department of science or literature, he should endeavor to form a general acquaintance with all the most important ones; to use his knowledge so as to exert a healthful controlling influence over the taste, refinement and culture of the community about him.

A recess of one hour followed, which was spent in social converse; the mutual interchange of friendly greetings, and the "flow of soul" which pervaded the whole assembly, gave practical evidence that their motto was "Union."

At twelve the Association, under the direction of Mr. George L. Andrews, marched in procession to the Unitarian church. The church, though large, was well filled with members of the Association, and other friends of education. The exercises were introduced by a Voluntary from the Normal choir, after which, prayer was offered by Rev. Mr. Aldrich of Middleborough. A hymn written for the occasion by Miss Amy B. Durfee, a member of the Association, was then sung to the tune of Hamburg.

Rev. Horace James, of Wrentham, was announced as the orator of the day. He commenced in his usual happy manner, with some pleasant remarks concerning the occasion which had called them together, and proceeded to give a most able, eloquent and soul-stirring address, the subject of which was, General Culture. He spoke of the community as consisting of two great classes, the teachers and the taught; all belong to one or both of these great classes. The parent is a teacher in the fullest sense of the term. The pastor also is among the most influential teachers. The author, the lecturer, the editor, the lawyer, the physician, the mechanic, all are teachers, and all exert their influence to shape the course of things, and mould the character of the world.

He addressed the assembly as *fellow-teachers*. He is the teacher who truly teaches, not he who keeps the school. The teacher must be a *whole* man, all his faculties enlarged and strengthened by judicious cultivation. He must drink deep at

the fountains of classical literature, he must visit the realms of thought, and learn of Bacon, Locke, Newton, and other profound thinkers, and revel in the imaginations of Milton and kindred minds. He must be a student of history and of nature; he needs to have "all wisdom and all knowledge; in short, he must cultivate his whole nature. It is the only thing that can elevate the teacher's calling, and place it upon a sure basis among the learned professions.

The great *want* is unity, breadth, wholeness. The *fault* is contractedness. The *teacher* must meet and remove these evils; his mind must expand and leave the narrow circle of sciences in which the partially educated mind is confined, for the more extended circle in which the mind of the truly liberally educated man moves. Until he does spend the time and study necessary for acquiring eminence in his pursuit, which the lawyer and physician do in theirs, he cannot reasonably expect to be ranked among professional men. There are many reasons why he should pursue this course of culture; the very nature of his calling demands it, his own happiness requires it; it will aid him to be self-possessed, which is a most valuable acquisition for the teacher. He can then mingle in society, and exert an influence which can be felt and appreciated; the duties of the school-room will not be the only topic upon which he can converse, as is too often the case now.

No report of ours can do justice to the address; to be appreciated, it should be heard as it came in glowing language from the lips of the speaker.

After music from the choir, the benediction being pronounced, the Association went in procession to the Town Hall, which was beautifully decorated for the occasion by an efficient committee of arrangements. Here were tables abundantly spread with refreshments prepared in fine style, by Isaac S. Wilbur, Esq., of the Bridgewater Hotel. A blessing was invoked by Rev. Mr. Brigham of Taunton. Then for a while nothing was heard but the buzz and clatter of physical enjoyment. Quiet being restored, the President arose. After some very appropriate remarks, he presented some interesting statistics, and concluded with this sentiment: "Mr. Tillinghast, our Teacher." Ill health prevented Mr. Tillinghast from responding.

The President then gave the following sentiments:

"Hon. Horace Mann, the first Secretary of the Board of Education. Remembering with pleasure and gratitude his labors in the great cause of education, the rich fruits of which we have enjoyed and do still enjoy, we would gladly have welcomed him to our festival."

"Rev. Dr. Sears, the present Secretary of the Board of Education. His exalted character, earnest, judicious and well-directed efforts, win

for him our entire confidence and esteem. Our best wish for the cause of education in our State is, that success may crown all his efforts."

Dr. Sears responded in some very pleasant remarks, and spoke of the present position and influence of Normal Schools and High Schools, and the great change they have already wrought in the community, and gave some interesting reminiscences from his own experience.

Mr. Richard Edwards, of the Normal School, expressed his happiness in meeting so many of his fellow laborers, and spoke of the enthusiasm which ought at all times to actuate the teacher.

Rev. Mr. Babcock of Dedham, made some very pleasing allusions to the remarks of Dr. Sears, and spoke of the great want of attention, among teachers, to the urbanities of life. It is seriously felt in their influence upon children.

Hon. Charles Upham was present in the morning, but was unexpectedly called away. The President read a letter from Hon. R. C. Winthrop, in reply to an invitation to be present, and in conclusion, gave as a sentiment:

"The Statesmen of our country. When they shall all learn that a wise State has no interest nearer at heart than the education of youth, and act accordingly, they may cease to fear for the permanency of our free institutions."

Remarks full of interest were made by Rev. Mr. Otheman, a member of the Board of Education, Mr. John A. Goodwin, and the orator of the day. A song written for the occasion by Mr. Edwards, was sung by the choir.

Rev. Mr. Brigham of Taunton, then made an animated and rather humorous speech. He thought one duty of the Professor in the department of Didactics, recently established in Brown University, should be, to teach the students how to make "after dinner speeches."

Remarks were made by Mr. George A. Walton of Lawrence, and Mr. Morton of Plymouth. The Secretary gave as a sentiment—"The Teachers here assembled. May purity of intention and uprightness of heart direct all their efforts in the noble cause in which they are laboring."

Mr. G. L. Andrews expressed his pleasure in being present, and gave as a sentiment—"Our beloved Institution: may her graduates, wherever found, continue to act up to the principles by her so carefully instilled."

The Association then adjourned to the Normal Hall, where an hour was spent in an animated discussion of the second resolution adopted in the morning, when the Association adjourned till next year.

There was the usual social meeting at the Town Hall in the evening, affording another agreeable opportunity of reviving pleas-

ant memories, and the mutual interchange of thought and sympathy; thus strengthening the bands of Normal union. About two hundred Normalites were present, and their happy faces bore testimony to happy thoughts within. ALBERT G. BOYDEN, *Sec.*

[From the New York Herald.]

AMERICAN ASSOCIATION FOR THE ADVANCEMENT OF EDUCATION.

CLEVELAND, Ohio, August 19, 1851.

THE Association assembled in the First Presbyterian Church, in Cleveland, at half past two o'clock, Tuesday the 19th instant, and was called to order by the Chairman, Rt. Rev. Alonzo Potter, D. D., of Philadelphia. He remarked that this was the first meeting of the Association. Two national conventions of the friends of education had been held in Philadelphia in the two previous years—at the first of which, it was resolved that the Association should be organized; and at the second, the present constitution was adopted. The first regular meeting, under this constitution, takes places now. We have come to the shores of your beautiful lake to inaugurate the Association. It is to be national in its character, and, even more, it is to be coextensive, in its aims and operations, with the North American continent. We witnessed in the conventions at Philadelphia, representatives of the cause of education from both the Canadas. We hope, on future occasions, also, to meet gentlemen who come from every section of our own land, and from the dominions on this continent of her Imperial Majesty of England.

The Chairman then invited the Rev. Dr. Duffield, of Detroit, to offer up a prayer.

The Chairman requested the Secretary, D. P. Lee, of Buffalo, to read the names of members. There were a hundred upon the roll, a part of whom responded. There was afterwards read a list of additional names, which was followed by the reading of the constitution of the Association.

The Chairman then addressed the audience as follows:—Ladies and Gentlemen,—It is expected, I understand, of the presiding officer of this Association, that he should open this meeting with some remarks. The discharge of this duty would more properly devolve upon me, according to the constitution, a year from this day, when I shall resign my office into the hands of my successor. It has been intimated, however, that some remarks would be looked for on this occasion, and I presume, therefore, so far upon your forbearance, as to address to you a few unpremeditated observations. They will be intended more

especially for the members of the Association, but I hope will not be entirely without interest to others who may be present. The association which we have now ventured to organize—I use the term ventured, because I appreciate the responsibility which any of the friends of education assume in undertaking to associate themselves together for purposes so vast, and under a title so comprehensive as are indicated in this instrument, which the Secretary has just read;—the association is not only national—it is in truth continental. It is an American association for the advancement of education, and it aspires to embrace within the sphere of its unpretending labors, representatives from all quarters of North America. It would recognize no barriers between the citizens of this great republic, and the citizens of the neighboring provinces of a British monarch. It would recognize, in regard to our own land, no distinctions, no dividing lines between the east and the west, the north and the south. It owns here, in its aspirations, but one country, and but one kin. Man as man, in all his high and illimitable capabilities, is the subject about whom we propose to counsel together—for the advancement and elevation of whom we propose to labor. A period seems to me to have arrived in the history of education in this country, and in every civilized and Christian land, in which reunions, consultations, mutual deliberations, the calm, dispassionate exchange of opinion, become very important. To give to these re-unions their appropriate dignity, and, above all, their appropriate usefulness, it is desirable to combine the labors of those who come from every section. To attain this object it is proposed to make the meetings of this institution migratory. It was cradled upon the shores of the Atlantic, in that city where the Declaration of Independence was first made, and where first saw the light that ægis under which we live, the Constitution of the United States. All we can hope for in this institution is, a career in some humble measure as progressive and as rich in blessings to mankind, as has been the career of the two great instruments to which I have referred. By conversing at different points we hope to secure a fair infusion of the best intelligence and public spirit which has applied itself to this subject of education throughout the length and breadth of North America. We have met here, to-day, as if to indicate the comprehensive design of this institution. Where are we assembled? On the shores of one of those magnificent inland seas which constitute so much of the strength and glory of this people. We look towards the south, on that vast expanse, teeming with its millions of population, the waters of which discharge themselves into the Gulf of Mexico. Rolling at our feet are waters which reach the Gulf of St. Lawrence; and these same waters, on their backward course, carry you to that mighty territory of the North

and West so rapidly peopling from every part of the earth, and from which, as a great hive, multitudes are to be sent forth to the Pacific. The time at which we are met is auspicious. During these hours, there are assembled at the capital of a neighboring State, which has entitled itself the Empire State, representatives from the science of the land—from those who have consecrated themselves to knowledge in the departments of chemistry, mechanics, and natural history. We have assembled ourselves at a place distant from them geographically, to confer about the great science and art of education—a science which seeks to investigate the laws which regulate the normal development of the mind—an art which applies these laws to the actual culture and development of that same mind. Now, I conceive we shall labor well and wisely in this cause, in proportion as we recognize the fact, that while much has been given us from the past in the speculations and the experience of those that have gone before us, much also remains to be discovered—more remains to be wisely and efficiently applied. I believe that a perfect system of training never will be discovered until a perfect philosophy of mind shall have been evolved. We must understand the laws of that wonderfully complex being, who is to be trained to the doctrine of his full and glorious development, ere we shall be prepared to present rules for that development in perfection. The labors of this Association will be valuable just in proportion as we come in the capacity of learners. If we come imagining that we have discovered the last secret of teaching, full of the vain-glorious thought that to us it has been given to utter the last words on this subject, then I conceive that the maxim will be likely to be verified in our case, that pride goeth before a fall. If there is one subject in which the deliberations of men should be cautious, the character of their resolves and the spirit of their inquiries free from dogmatism, it is the subject of education. Cotemporaneous with this time of meeting, there is another great congress assembled, well entitled to the consideration of civilized man all over the globe. I speak of those representatives of industry—of those productive arts which are the arts of peace—that are now gathered in the commercial emporium of Europe. The Temple of Janus is once more closed; the clamor of arms—at least for a short time—has ceased; and we are permitted to conduct our peaceful deliberations in the midst of a world at peace. I trust that the connection between education and the arts of peace will become more apparent, and that the great truth which is illustrated by all past experience, will be recognized by every parent and every teacher—that education is naturally allied to peace, and that war is the foe to mental improvement, in the old and the young alike. What we want, then, my friends, in this day of indus-

trial and scientific congresses, is to cement, closer and closer, the bands which bind us, of education, to science on the one hand, and to the arts of peace on the other. We should show that the schoolhouse is the proper avenue to improvement in all the industrial arts, and that through which the young aspirant must pass, if he would become a discoverer of the truths of science. And how much might be done to kindle, in the minds of pupils, a love for truth—a love so large, so rich, so pure, that when that pupil goes forth into the arena of life, he may go as a learner of truth, through all of that life which Providence assigns him; so that, fired with an unfailing love for truth, he may learn more of it than has been given to others before him to know; so that he may give to the world some new truth, or clothe some old one in language and imagery so new and captivating, that the world will not willingly let it die. We stand here, then, to-day, my friends, in what may be considered a great moral and social centre. We plant ourselves here, and install ourselves in the full possession of our responsibilities and privileges as an Association, that we may proclaim to the world the catholic character of the auspices under which we live—catholic, not merely in regard to territory, or to civil and political relations, but in regard to principles—in regard to systems—in regard to institutions—in regard to men. This is an American association for the advancement of education; for the advancement, permit me to say, of universal education; education in all its stages, from the humblest rudiments to the highest attainments —from the humblest seminary, called by the name of the district school, to the tallest of our universities and colleges. We know here no privileged classes—we know here no prescribed systems or institutions. We would give to every principle which appears upon the great stage of education a full and impartial hearing. We would judge every system by its fruits, and as those fruits have approved themselves to the enlightened judgment of mankind, should we say it must stand or fall. It is a mistake to suppose that this Association contemplates merely what is called popular education, by that magnificent system of public instruction which is fostered by the State. The education which we desire to promote, is the education which lays its deep foundation in the family, which is carried forward in the common school and in the college. The only basis is a basis broad enough and large enough to comprehend every institution which has received the approbation of mankind. We meet to proclaim the progressive spirit of the age. Where are you sitting, my friends? Where am I standing? Where, fifty years before this time, no friend of human rights, no friend of education, addressed the large assembly. We are met here, to-day, where, only fifty years ago, there was almost a pathless wilderness; where the

Indian canoe and the Indian wigwam, or the solitary hut of the trapper, were the only objects which betokened the presence of man. Where are we now? Upon the borders of a State which did not then contain forty thousand people, but which has now two millions of souls. We are now in this beautiful city—this city of cities—with its twice ten thousand souls. Then, he who stood in Cleveland felt himself upon the furthest—the utmost borders of western civilization. And now, where is the man who can put his finger upon the map, and indicate the extreme western line which has been reached, or shall be reached, in our progressive march? How wonderful the progress during these few brief years! We have come here with this institution, that we may proclaim that those who founded it, founded it with hearts beating high and warm with the spirit of progress. But permit me to remind you, further, that we stand here, as on an appropriate spot, to vindicate our interest also in the cause of conservatism. What is this beautiful town? What this mighty commonwealth, this great republic, or this confederation of republics? Is it the creation of the last few years? Is it a creation that started into being by its own fiat, or has it come down to us as a precious legacy from the past? Does it appear from history that the United States is a country without an origin, a child without parents? There is no civilization of that kind—there are no blessings of that kind. There is no nation, kindred or people that can lift up their heads to high heaven, and proclaim their independence of the men and the nations that went before them. They may rather say, with all humility and with all pride, that they are what the past of the world has made them. We boast the energies of the people among whom we live. We can trace them back to our sires, and to our fatherlands. Our pledge, our security for the glorious future, which we trust is opening before us, is, that we sprung from distinguished ancestry, and that our limbs are strong with the moral political strength that has been breathed into us from generation to generation. We come not ignoring the past, and contemning the labors of those who have gone before us in the work of education. When I look to Greece and Rome, and see what was taught in their schools—what the masterpieces that emanated from the hands of their poets and orators, their sculptors and architects, their historians and philosophers—I cannot think that those schools were without merit, or that it becomes us to think or speak of them with disrespect. Be it ours rather to combine the results bequeathed to us by our predecessors, with improvements which shall demonstrate that we are entitled to be named and remembered as their not unworthy sons and heirs. The time is at hand when the records of the future will be made up—when the annals of those years that may succeed our pres-

ent meeting will be registered. How will those annals appear as regards this Association? What shall be said, at the distance of ten, twenty, or thirty years of the promises and pretensions of this infant Association? Shall its history then be written over its tomb, or shall it be written upon a column, high and bright, standing with its head towards heaven, proclaiming that it still lives to serve and bless the world? Whether this proud destiny shall attend, it lies henceforth with you; with those who have forwarded and come here to install this Association; with those who shall lead it on through its infant years; with the friends of education throughout the country; with the professors and the presidents of our colleges; with the men, good and true, who have devoted their lives, through twenty and thirty years, to the cause of education. These are the men whom we wish to meet here. And if they come not to our help, we will lay, in the day of our failure—if that day shall arrive—we will then lay the reproach of that failure at their door. With regard to those that are here, much will depend upon the dignity, the calmness, and the earnestness with which they deliberate. We can never confer too much, but we may resolve unwisely. We may act hastily; we may not recognize that propensity of the American mind which violates that homely proverb, "Be sure you are right, and then go ahead." An infirmity of the American character is to go ahead first, and then find out you are wrong. It has been the infirmity of the associations for the promotion of education. They have been formed without numbers; without numbers they have lingered out a short and fitful life, and have then expired. *Illium fuit*—(Troy was). They were begun with great promises—they were miserable in their performance. Is this to be the history of this Association? I trust in God, not. I should be sorry to have assisted in giving birth to such an institution. If we labor kindly, wisely, then, though that catastrophe should come, we may say that our skirts are free from the blood of this abortive experiment. Only a few more years will have passed away before these children will have become invested with the sovereignty of this country; will become its citizens, its teachers, its parents, its lawyers, its physicians. Be true, then, to your trust, and live and labor so that you may be able to lift your eye towards the adversary—towards heaven—towards the world, with the consciousness that whatever has done injury to the race, you did it not.

Want of space will prevent our publishing the proceedings in full. It will suffice to say that the debates were highly interesting and instructive. The next meeting will be held in Newark, N. J.

[For the Massachusetts Teacher.]

MR. EDITOR:—The notice taken of the "*Method of proving multiplication*" in the July No., seems to solicit a reply.

1st. In reference to D. P. C.'s first question, I would *answer* (availing myself of a Yankee's privilege), by *asking* "wherein does it" agree "in principle" with "the *old method* of casting out the nines," except it gives a similar result.

2d. As a "mechanical process it is more simple," inasmuch as the *modus operandi* is less complicated, and (what is better than theory, speculation or interrogation) it has been found that young pupils acquire it more readily.

3d. "Should a method of proof be taught to a child in *any case*, before he understands the principle on which it depends?" Yes.

4th. I do not see the propriety of the fourth question when taken in connection with the third. I presume D. P. C. himself will grant that a "*method of proof*" is a "*mathematical operation.*" However, in reply I would say: "As a *general* thing it is better to defer a mathematical operation till a child is fully able to understand the philosophy of it." But this *general* rule is not without exceptions.

5th. The "inaccuracies" mentioned by D. P. C. are not "justifiable," however "large the majority of our teachers" may be, who "allow themselves or their pupils to write such expressions."

The explanation is — the sign + between the units, tens, &c., was *accidentally* omitted in the manuscript sent to the Editor, whereas the copy in our possession contains it.

6th. Indifference to the proper manner of expressing mathematical operations does undoubtedly "tend to the formation of careless habits, &c.," while attention to it cultivates a habit of order, and, besides exhibiting a knowledge of principles, presents an intelligible view of the whole work.

If a "large majority of our teachers" neglect this, their practice is certainly reprehensible.

7th. In the last question D. P. C. has exhibited an acuteness of moral perception worthy a transcendentalist of the most attenuated character. Most persons would be justly pardonable for their obtuseness, if they could not exactly see the connection between a *mathematical mistake*, and that peculiar *moral* quality—"regard for truth."

If the erroneous operations performed by most of the students in our schools produce a corresponding moral obliquity, what an alarming state must they be in!

Of the peculiar didactic style of D. P. C.'s closing remark, I would say—nothing. SEEKONK SEMINARY.

[Selected.]

PARENTAL EDUCATION.

It is much easier to find faults than to correct them; but one thing is certain, if faults are not seen, or pointed out, they will not be corrected. However unpleasant it may be to see our faults, he nevertheless should be considered our best friend who kindly places them before our eyes. It is well if we have friends who can point out faults to which we may be blind. Perhaps no relation in life affords more striking instances of blindness to one's own faults than that of the parent. Thousands of parents have good theories on family government, and can readily see where their neighbors fail; yet, though grossly at fault themselves, they never mistrust but that they are perfect paragons in the art. These mistaken views are easily accounted for upon well-known principles. There is an old homely proverb, "Every owl thinks its own young ones prettiest," quite to the point.

This feeling arises from a necessary principle of our nature, and is not to be condemned; for, when it is under the control of a sound and well-directed judgment, it tends to the most perfect parental discipline. Under its influence the parent will make almost any sacrifice which he imagines will be best for his offspring. If it is guided by true wisdom, the parent will sometimes be willing to deny a present gratification to a child for the sake of a future and more solid good. Very many look no further than the present. If they bestow a special favor upon a child, it is to secure a present object; the *tendency* and *results* of such favors are not considered. If they inflict chastisement, it is in a fit of anger, or while they are smarting under the aggravation of the offence; so that a child, feeling the punishment to be retaliatory, will muster all the energies of a bravo to defeat the end of punishment. Here is a prominent difficulty. A fault like this is most prolific of evil results. Those parents guilty of it are not unlike the ignorant and indolent gardener, who may think that the native goodness of the useful plant is so great as to outgrow the noisome weed. Through fear of hurting the plant, or lack of physical energy, he allows the weeds to grow to the injury or ruin of the plant. Or it may be that in a fit of astonishment at the rapid growth of the useless weeds, he dashes among them with a ruthless hand, makes devastation among both weeds and plants, and leaves great numbers unextirpated, and embedded, or slightly concealed, under his work of destruction, which will again spring up to his mortification.

The true end of parental discipline cannot be gained without impartial observation and unhesitating decision in checking the

first manifestation of wilful disobedience. This disposition will exhibit itself in every child which has common sense and spirit enough to do any hurt or good in the world. No doubt it will appear earlier in some children than in others, but when it does appear *it must be checked;* and it must be checked and subdued as often as it appears. Too many parents seem not to know or feel the importance of strict attention to this particular. Often when they see wilful and determined resistance to their wishes, their misguided affection influences them to pass it over with the common excuse that the child is too young to be punished. As this is the most critical period of the child's life, the parent needs much wisdom and discretion to know when and how to exercise authority. The seeds of disobedience are sown broadcast in human nature; and they will germinate and grow; but just as soon as they can be readily discovered, as soon as the will of the child becomes opposed to the parent, then true affection and regard for the child require a course of thorough and unrelaxed discipline. If this is neglected too long, the child will get beyond control — his will gains strength, becomes unyielding, and though apparently subdued, yet, by its own native elasticity, it resumes its former position, when restraint is removed.

DISCRIMINATION.

In developing the character of our children, let us ever keep in view their distinct departments—sentient, social, intellectual, accountable; and give nutriment and exercise to each. Let us make them industrious as a means of happiness and a safeguard from temptation. The value of time should be taught them, even of its smallest particles. As Dr. Franklin said, "time is money," and "when we change a guinea, the shillings escape as things of small account; so when we break a day by idleness in the morning, the rest of the hours lose their importance in our eyes." But from the highest of all motives,—that for our days, hours and moments, we must give an account to God,—should we warn our children to improve their time and dread to waste it. B. D. J.

N. C., Sept., 1851.

THE DUTIES OF SCHOOL CHILDREN.

Quintilian says that he has included all the duties of scholars in the following piece of advice: "Love those who teach you, as you love the sciences you learn from them; and look on those as fathers, from whom you derive the life of the body, and that instruction which is in a manner the life of the soul."

[Selected.]

THE SPIRIT OF SYMPATHY.

BY CHARLES SWAIN.

Time to me this truth has taught,
('T is a truth that 's worth revealing,)
More offend from want of thought
Than from want of feeling.
If advice we would convey,
There 's a time we should convey it;
If we 've but a word to say,
There 's a time in which to say it.

Oft unknowingly the tongue
Touches on a cord so aching,
That a word or accent wrong
Pains the heart almost to breaking.
Many a tear of wounded pride,
Many a fault of human blindness,
Has been soothed or turned aside
By a quiet voice of kindness.

Many a beauteous flower decays,
Though we tend it e'er so much—
Something secret on it preys,
Which no human aid can touch;
So in many a loving breast
Lies some canker grief concealed,
That if touched is more oppressed—
Left unto itself, is healed.
Time to me this truth has taught,
('T is a truth that 's worth revealing)
More offend from want thought
Than from want of feeling.

TO THE MOTHER.

Mothers, whatever you wish your children to learn, strive to exhibit in your own lives and conversation. Do not send them into an unexplored country without a guide. Put yourselves at their head. Lead the way, like Moses, through the wilderness. The most certain mode for you to fix habits, is the silent ministry of example. Thus impressed on the young mind, amid the genial atmosphere of a happy fireside, they become incorporated with established trains of thought, and with the elements of being. They have their hold upon the soul, till, through the grave and gate of death, it goes forth the life to come. B. D. J.

N. C., Sept., 1851.

Resident Editors' Table.

Resident Editors. { JOSHUA BATES, JR. | WILLIAM D. SWAN, } of Boston.
{ J. D. PHILBRICK, | GIDEON F. THAYER, }

Fifth Annual Report upon the Common Schools of New Hampshire; the same being the First Annual Report of the Board of Education. June Session, 1851.

THE Board of Education of the State of New Hampshire, is constituted in such a manner as to give it a high degree of efficiency and usefulness.

The Governor and Council are authorized to appoint annually, a commissioner of common schools for each county. These commissioners in their associated capacity constitute the Board, and elect their own Chairman and Secretary.

Each commissioner is required by law to "spend not less than one day in each town of his county each year, for the purpose of promoting, by addresses, inquiries and other means, the cause of Common School Education, and to report his doings to the Secretary of the Board of Education."

The Document before us consists of these reports of the County Commissioners, together with a general report by the Secretary, and a body of Tables and Abstracts from reports of superintending committees.

We have read this pamphlet with much satisfaction, and we trust not without profit. It proves beyond a doubt that the great cause of *popular education* is making progress in the Granite State. She did not put her hand to this work so soon as some of her sister States, but she is now reaping the fruit of their experience. In the constitution of her Board of Education, she has improved upon Massachusetts. The only improvement which it occurs to me to suggest is, to require the commissioners to *devote their whole time* to the work, with a *suitable compensation.*

The Secretary of the Board for the year ending July 15, 1851, was Professor John S. Woodman, of Dartmouth College, a gentleman admirably qualified for such an office, as his report shows. It is a plain, straightforward, practical paper. It sets forth the defects and means of improving the schools, with clearness and ability.

He thinks it would be an improvement to have *one* person instead of *several* in each town to superintend the common schools. He favors the employment of *female teachers* for

winter schools, where the school is small, or chiefly composed of small scholars, and wisely urges an increase of their compensation. He shows the need of *earnest* teachers, of better school houses, and of a higher style of instruction and discipline. These suggestions with respect to the formation of *associations* in the towns and counties, for the purpose of creating an interest in the cause, are excellent and deserve especial attention. Under his superintendence, such associations were organized very generally in the towns of Strafford County, and their operations produced very satisfactory results.

We give the outline of the plan in his own words:—

"A Common School Association has been formed, designed to aid the commissioner, and help the cause of education. Its chief officers are a Town Commissioner in each town. For the past winter it was resolved that one part of their duties should be, to have a meeting in each district, at some time during the session of the winter school; and the subject, 'What makes a good school?' presented and discussed. The prompt manner in which this resolution has been carried out, is one of the best evidences of growing interest. This Society also publishes an annual Catalogue, designed to answer the purpose, as far as it may, of an interesting paper or periodical, on the subject of Common Schools, to be circulated as widely as possible. The Catalogue for 1850 was large, and is already doubled for 1851."

The Reports of the Commissioners contain many valuable suggestions, and afford ample proof of the fidelity, zeal, and efficiency of their authors.

The whole amount raised in the State for the District Schools during the year, is $179,065.46, being an increase above the previous year of $4,547.80.

In the graduated table, exhibiting the comparative amount of money appropriated by the various towns in the State for the education of each scholar, the town of Dublin, in Cheshire County, stands at the head.

The remarks of the County Commissioner in relation to this town, which we subjoin, ought to be read by every citizen of the State.

Dublin—valuation, $170,000. For schools, $320.85; divided, $300 equally, and the balance according to the number of scholars. School fund, $11,319.77. Income, $679.15, which added to $320.85, makes $1,000 appropriated for schools. Within the last seven years, one schoolhouse has been built of wood, with *single seats*, and completely finished, with a good cellar. Four in all with *single seats;* all in good repair, with one solitary exception.

Some seven or eight clocks, rooms kept neat and clean. With scarcely an exception, there is no vestige of Goth, Vandal, or Hun, in any of the premises. The school philosophers of Dublin

do not believe that the school is an automaton, self-moving, and accomplishing its destiny independently of the sympathy, the over-shadowing influence, and irresistible will of the people. In accordance with this fundamental principle, has been the action of the leading minds in Dublin, for some thirty years; convincing and converting the masses to their faith, and thus bringing the moral power of the whole community to bear upon the probity of their schools. Their leading motto is, "As is the district, so is the school." The constitution of the schools of Dublin, like the constitution of England, is generally an *unwritten* one, and is drawn from family precept, and from public acts and resolves, and teaching of the people in convention, from time to time, in every district in town; in connection with the principles which should govern the action of parents, teachers and children, as taught by the Town Common School Association, and reiterated until they become as familiar as household words to all concerned.

In the schools which were visited, there was a dignity of deportment, a nice sense of propriety, and a cheerful compliance with the requisitions of the teacher, which could result only from *training* in the *family*, and public assembly—a constitution written upon the heart and conscience of the children—still a *constitution*, and as binding upon the teachers, as upon the pupils.

We set down Dublin for a model town, as far as education is concerned. But let us not forget to "render honor to whom honor is due." This result has been brought about by the persevering efforts of benevolent and public-spirited individuals; and the person to whom the honor is chiefly due, we believe to be the Rev. Dr. Leonard, who has been an efficient and judicious laborer in the cause of Common Schools for many years.

J. D. P.

THE MISSION OF A GENTLE WORD.

Who can estimate the influence of a word spoken in kindness? More potent than an oration—more powerful than a volume in its deep and lasting power upon the heart,—may be a kind word spoken in season. Like a ray of sunlight on a gloomy sky—like a dewdrop on a flower parched by the sun's hot beams—like the flirting shadow of a rainbow on a desert's bosom—it comes to the heart in its loneliness and its grief. Such an accent is never lost—it lives forever—dwelling in the memory, a sweet note of music mid the discord of life,

"Like the remembered tones of a mute lyre."

Its mission is not alone for a day or a year—not alone for earth or for time—but it may affect the destiny hereafter in that world where the brightest gems are gentle words.—*Selected.*

TEACHERS' INSTITUTES IN CONNECTICUT FOR 1851.

A Teachers' Institute is hereby appointed—

For Litchfield County, at New Preston, Tuesday, Oct. 7th.
" Tolland " " Stafford, " " "
" New London " " Colchester, Tuesday, Oct. 14th.
" New Haven " " Naugatuck " " "
" Fairfield " " Norwalk, Tuesday, Oct. 21st.
" Middlesex " " Saybrook, " " "
" Hartford " " Glastenbury, Tuesday, Oct. 28th.
" Windham " " Ashford, " " "

The exercises of each Institute will commence at 9 o'clock, A. M., of the day for which it is appointed, and close on the Friday evening following.

An address will be delivered on the Monday evening preceding the opening of each Institute, on the "Condition and Improvement of the Common Schools of Connecticut," at which school officers and friends of education generally in the county, are invited to be present.

Board will be provided gratuitously for all who attend on Monday evening or enroll themselves as members of an Institute on Tuesday.

It is particularly desired that teachers will be present on the evening preceding the opening of the Institute.

Teachers are requested to bring with them a memorandum of such topics as to the classification, government and instruction of schools, as they would like to have discussed during the exercises of the Institute.

HENRY BARNARD,
Superintendent of Common Schools.

HARTFORD, Aug. 26th, 1851.

Lord Kames anticipated his age more than half a century. In his Hints on Education, with profound truth to us, but mere sentimental writing to the generation he addressed, he says, "It appears unaccountable that our teachers generally have directed their instructions to the head, with very little attention to the heart. From Aristotle down to Locke, books without number have been composed for cultivating and improving the understanding; few in proportion for cultivating and improving the affections. Yet, surely, as man is intended to be more an active than a contemplative being, the educating of a young man to behave properly in society, is of still greater importance than the making him even a Solomon for knowledge."

THE

MASSACHUSETTS TEACHER.

Vol. IV. No. 11.] By the Boston Editors. [November, 1851.

INTELLECTUAL ARITHMETIC.

About the year 1821, Warren Colburn published his little work entitled Intellectual Arithmetic. It was indeed a small book in point of bulk, but the matter which it contained was of very great moment, and has contributed more to the progress of exact science in this country, than any single work within the knowledge of the writer of this communication; and an eminent teacher has said that it was the only perfect scientific book he had ever seen. In this work the author carried out the plan which had been sketched and partially put in practice by Pestalozzi in Switzerland, and of which the reader will find a pretty good account in "Biber's Memoirs on Pestalozzi and his Plan of Education."

Prior to the publication of Colburn's treatise, Arithmetic had been taught almost wholly by means of rules, the reasons for which were nearly as much a mystery to the learner, as the mode of calculating an eclipse of the sun was to the natives of America, when Columbus first landed on its shores.

Common fractions were esteemed especially unintelligible and refractory; and in a highly popular treatise it was gravely said, that vulgar fractions were so difficult to understand, that it was hardly worth the while to trouble the learner with them, especially as every operation involving fractions could be so easily performed by means of decimals. To the extreme difficulty in question, it is to be hoped that no teacher in Massachusetts would at the present time assent. The fact is, that vulgar fractions, when the learner fully understands the nature and significancy of them, are as easily managed as any other numbers. Under the old system of Arithmetic, it was thought premature for a lad to commence the subject until he had reached the age of twelve or fourteen years. And with good reason, perhaps, considering the discouragements under which he would be obliged to labor;

for it requires considerable tact and no small degree of patience, to apply a rule and carry out its details, when the learner can see no reason for what he is doing. But after the intellectual system was introduced, it was found, not only that children from six to eight years old could make rapid progress in numbers, but also that the study was one of the most interesting that could occupy the child's mind.

Intellectual Arithmetic continued to grow in favor, and became one of the most prominent parts of common education. Many people, educated after the old fashion, still retained their prejudices, but when they witnessed the exercises, they were utterly astonished at the mathematical power acquired by quite young children. It is said that when the School Committee of Boston heard the performances of the pupils in the Grammar Schools, their astonishment was so great, that they doubted whether the whole were not an exploit of mere memory, whether the scholars had not been so thoroughly drilled on the identical questions performed in presence of the examiners, that they remembered the steps and the result of each individual problem; and their doubt was removed only by one gentleman's making a new series of questions, and finding that the children solved them with the same facility with which they could solve those in the text-book.

But of late, in some places, this study seems to have been put in abeyance; for what reason, the writer of this article is unable to say, unless it be to save labor on the part of the teacher. This neglect, wherever it occurs, is especially to be deplored. There is, indeed, no royal road to Arithmetic, but there is a road, which, persevered in, will undeviatingly lead the patient learner to a clear and precise knowledge of its principles, and give him a certainty, rapidity, and facility, which will serve admirably the purposes of business life, and lay the surest foundation for the entire superstructure of pure mathematics.

But as there may be some who doubt the use of the department of study under consideration, let us enter a little into detail. Every mathematician knows that analysis, when practicable, is the only proper mode of forming rules. Now the analytical or rather inductive processes of Intellectual Arithmetic not only lead the mind directly and naturally to the rule, but, in a great many cases, supersede the necessity, if not the utility, of the rule itself.

For the sake of illustration, let us take a question in proportion. Two men build 10 rods of wall in a certain time; how many rods will 30 men build in the same time? By proportions we have 2 : 30 : : 10 : the answer; and $\frac{30}{2} \times 10 = \frac{300}{2} = 150$ rods, the answer. The statement and the solution result from

a rule, the reasons for which, in very numerous instances, have never entered the student's mind, and he is often ignorant of the fact that reasons can be given. To solve the same question by analysis: If 2 men build 10 rods, one man will build half as much, or 5 rods, in the same time, and 30 men will build 30 times as much as one man, that is, 150 rods. Again, let us take a question in the Rule of Three Indirect, as it is called. If 4 men can do a piece of work in 10 days, how long will it take 5 men to do the same? Without making any statement in proportions, the skilful arithmetician would say, It will take 5 men four-fifths as many, or 8 days; and the well-instructed learner would say, If 4 men can do it in 10 days, one man can do it in 40 days, and 5 men can do it in one-fifth as many, or 8 days. As a third example, let us take a question in the "Double Rule of Three." If 10 men make 4 rods of fence in 5 days, how long will 50 men require to make 30 rods? Solution: It will take 50 men one-fifth as long, or one day, to make 4 rods, one-fourth of a day to make one rod, and thirty-fourths or 7 1-2 days, to make 30 rods.

These examples show that proportions, however useful they may be found in Geometry and some other departments of Mathematics, are by no means necessary in Arithmetic. It is very true, that rules might be drawn from such examples as have been given above, and, if the rules of proportion are ever used, that is the very thing that should be done; for without such an induction, the reasons for the rules are very rarely comprehended. Many other parts of Arithmetic might be taken to show that the whole subject rests upon very simple processes, which almost any child can understand; but I forbear.

What, then, is the inference to be drawn with regard to teaching Arithmetic? Evidently this; that the learner should be exercised upon a well contrived and judiciously arranged series of questions in Intellectual Arithmetic, until he understands and can rapidly perform all kinds of operations pertaining to the subject; after which he may be put into Written Arithmetic, with this special proviso, that when he meets with any serious difficulty in the reasoning, he should be immediately carried back, and be required to perform the same processes of reasoning on small numbers; and when he has made himself master of the several steps, he may then resume the question which had occasioned the difficulty.

Some teachers adopt the practice, with the more advanced scholars, of assigning set times for exercises in the intellectual department, as a half a day or an hour each week. This practice will effect much, but I would by no means neglect that previously mentioned, of carrying the learner back to first principles. **Indeed, Arithmetic is most rapidly learned by learning**

slowly in one sense, that is, by thoroughly learning each step before advancing to the next. In this respect it much resembles music. A gentleman in Europe, by the injunctions of his teacher, practised three years on preparatory lessons only; never having played a tune, he was much surprised to find that he could play at sight any of the popular operas. So in Arithmetic, long-continued and thorough drilling in the simplest elements will certainly insure power and facility in the sequel. S.

A METHOD OF TEACHING SPELLING.

THE following method of teaching spelling has been practised with good success in one of the grammar schools of Boston:

A convenient number of words, say twenty-five, from the spelling-book or the reading lesson, is assigned as a lesson for study, the definitions as well as the orthography being required. The lesson is then prepared, and each member of the class is provided with a slate and pencil, or a slip of paper and pen and ink. The words are then dictated by the teacher, and all the members of the class write them simultaneously. When all the words have been written, each scholar exchanges his list with his neighbor, one of the scholars is called upon to spell the first word *as written* on his list, and the correct orthography of the word is settled. If on any list it is found to be incorrectly spelled, the holder of the list checks it. The definition is then given. The whole number of words on the list is gone through with in this way. The lists are then returned to their owners, who are required to make the proper corrections where the words are checked. If the teacher deems it necessary, he may then require the lists to be brought up for inspection, or he may pass around for that purpose. If, at the close of the exercise, suitable criticisms and remarks of approbation or censure are made, the class may be stimulated to exercise great care and diligence, to excel in this very important, but much neglected branch of elementary education.

At the first glance at the subject, the process described may appear to be a very slow and tedious one; but when it is considered that *each pupil* must spell and write *every word*, and then have his attention called to the orthography of every word a second time, and even the third time if he has committed an error, it will be seen that it is an expeditious and economical method.

The method of spelling by writing upon the blackboard, which we give below, is taken from the excellent Report of Mr. Jones, Commissioner of Schools for Rockingham County, N. H.

The class, if not very large, are all sent to the board at one

time. The teacher pronounces the word; the class simultaneously write it, repeat each letter, and pronounce the word; as soon as the class have written, read, and pronounced the word, and the teacher has glanced his eye over the writing for the purpose of detecting any mistake that may have been made, another word is given to the class.

Several important advantages are gained from this method of conducting the exercise of spelling. Pupils rapidly acquire the mastery of language. Many will spell *orally*, who fail in *writing* their words. It is reasonable to suppose that by bestowing more attention upon a word, as in writing, a scholar will better understand and longer remember that word which he spells. This exercise much improves the *penmanship* of the class.

Experience has proved this point. After a short period of drilling, the class will not only write their words much more elegantly, but more rapidly; and when they take hold of the pen, they are inclined to do proportionably better with that.

The teacher can easily make all the necessary corrections. A glance of the eye over the board, in addition to hearing every word read, and pronounced after it has been written, will detect any errors that may have occurred. The labor of correcting the spelling exercises of fifty scholars, who have written upon slates, is no small task, and will so break in upon the regular order of business, as to render the exercise of spelling too infrequent for great improvement. The last though not least advantage that we will name, is its efficiency in stimulating the class to diligent study; awakening an interest in the class exercises; and rendering the study itself welcome to the older pupils.

THE SCHOOLMASTER.

A GOOD schoolmaster minces his precepts for children to swallow, hanging clogs on the nimbleness of his own soul, that his scholars may go along with him.

There is scarce any profession in the Commonwealth more necessary, which is so slightly performed, as that of a schoolmaster. The reasons whereof I conceive to be these. First, young scholars make this calling their refuge; yea, perchance before they have taken any degree in the University, commence schoolmasters in the country, as if nothing else were required to set up this profession, but only a rod and ferule. Secondly, others who are able, use it only as a passage to better preferment, to patch the rents in their present fortune till they can provide a new one, and betake themselves to some more gainful calling. Thirdly, they are disheartened from doing their best with the miserable reward which, in some places, they receive, being masters to the children, and slaves to their parents.—*Fuller.*

[For the Massachusetts Teacher.]

THE Anniversary Exercises of the State Normal School, at New Britain, Connecticut, closed on Wednesday, October 1st. The annual sermon was delivered on Sunday evening, at the South Church, by Rev. T. D. P. Stone. At 2 o'clock P. M., on Monday, the State Teachers' Association held its annual meeting.

A lecture was delivered by the President, Hon. Henry Barnard, on the "Life, Character, and Educational Services of Rev. Thomas H. Gallaudet."

In the evening a lecture before the Association, by Collins Stone, Professor in American Asylum for Deaf and Dumb, on "Adaptation in Teaching." On Tuesday the Annual Examination of the Normal School took place.

On Tuesday evening, an address by Rev. S. Turnbull of Hartford, and a poem by Rev. S. D. Phelps, of New Haven, were delivered before the Gallaudet and Barnard Societies.

Wednesday forenoon was devoted to the public examination of the Graduating Class. As this was the first class of graduates in this Institution, much interest was taken in the exercises, and a large number of visitors were present.

Wednesday afternoon was occupied in delivery of orations and reading of essays by the graduates, and in dissertations and compositions by members of other classes.

Diplomas were awarded to five members of the Senior Class. At the close of the exercises, a beautiful Bible was presented to each of the instructors of the school, by the pupils.

The presentation was made by Mr. L. L. Camp, one of the graduates, and the gift accepted by Mr. Stone for the teachers.

The exercises all passed off very pleasantly. More than a thousand persons were seated in the Public Hall of the Normal building on Wednesday Afternoon.

☞ Prof. Olmsted of New Haven has discovered that one pound of rosin and three pounds of lard, when stirred together, become semi-fluid at 72 degrees Fahrenheit. The mass melts at 90 degrees, and will remain transparent and limpid at that temperature. For lard lamps, the lard is rendered more fluid by the rosin, and its power of illumination is increased two-fifths. It is a singular fact that although the mixture melts at 90 degrees, the rosin alone requires 300 degrees to melt it, and the lard 97 degrees.

He that makes any thing his chiefest good wherein virtue, reason and humanity do not bear a part, can never do the offices *of friendship*, justice, or liberality.—*Cicero.*

THE MIND SUSCEPTIBLE OF CULTIVATION.

A WELL-DRESSED and cultivated garden is a source of pleasure, as well as profit to its owner. With its luxuriance of vegetation, its beauty of blossom and wealth of fruit, it presents a delightful picture to the eye of taste.

The skilful gardener never remits his exertions to keep the vines trellised, the flowers supported against the too strong breath of the wind, the loaded fruit trees carefully propped, and all the different forms of vegetation which he cultivates, so situated as to meet their own peculiarities. One plant he places in a dry soil, another in wet ground; one as its nature requires, in the shade, another in the full, open sunshine. Every rare bud is watched for its blossoming, every exotic is nurtured with care. Every dry branch is trimmed out of the young tree, and every limb that would mar its graceful symmetry is early pruned. The marks of taste, of watchful care, and of unremitted labor, everywhere appear throughout the garden. By daily watchfulness and labor, its symmetry, richness and refreshing beauty are preserved. But there is a sight more attractive than a well-dressed garden. It is a cultivated mind —a mind disciplined by study, with its intellectual and moral powers symmetrically developed, and with its faculties ever wakeful for the acquisition of knowledge, and for the appreciation of truth in nature, in life, in science. There is a labor more important and more arduous than that of the gardener. It is the work of the teacher,—of *the cultivator of the mind.* The office of instructor is as much nobler as mind is nobler than matter; as much nobler as the immortal nature of man is more excellent than the perishable flowers of the earth.

The gardener is encouraged in *his* labors by the fact that *vegetation is susceptible of important improvements by cultivation.* The cabbage, in its wild state, is a slender, insignificant herb, with no appearance of a head. The potato, in its native wilds of tropical America, is a rank, running vine, with scarcely a tuber at its roots. All the rich varieties of the apple have been developed, by careful culture, from the sour crab of Siberia. The numerous and splendid varieties of the dahlia, which adorn the yards and gardens of the tasteful, are the descendants of a coarse Mexican plant, with an ordinary yellow flower, with a single circle of colored leaves. The tulip and the genarium afford similar examples of the transforming and improving influence of cultivation. This great law of the vegetable kingdom, that important improvements may be produced in the flowers and fruits by the hand of cultivation, has stimulated the gardener and the agriculturist to diligent and watchful efforts to

develop, by culture, new and more choice species of fruits and flowers. Thus gardens, orchards, and indeed whole agricultural districts are transformed by human skill and industry from the wildness of nature to the beauty of the fruitful fields.

But the susceptibility of improvement by culture is not confined to the plants and fruits of the earth. The same law exists in the mental world. *The mind may be improved by cultivation.* It is an *obvious* fact; and like most common truths, its importance has made it common and obvious.

This great fact should be ever present with the teacher; for, common as is the idea that the mind may be cultivated, it is to us teachers one full of significancy. All the duties of our office arise out of this fact. Were the mind *incapable* of acquiring knowledge, of receiving discipline, of experiencing development, "our occupation would be gone," and our office would have no existence. It is because the mind can be improved by culture, can acquire knowledge, can be strengthened by exercise, can be disciplined and developed by skilful training, that our office assumes a high importance.

It is, teachers, because our pupils can be improved by education, can be made graceful in manners, amiable in disposition, happy in the acquisition of knowledge, and useful in its proper employment, that we have reason to toil on in the arduous duties of our profession with a strong courage and a joyful heart. It is because we are called to aid our pupils in acquiring knowledge, in developing their intellectual faculties, in cultivating their moral powers, and in forming their whole character, that we may justly regard our work as interesting in its nature, important in its influence, momentous in its consequences.

Teachers, let us ever keep before us this obvious but important principle, that the mind is susceptible of high culture, that our pupils, by accurate and sound instruction, by the application of right influences and the inculcation of correct principles, may be brought up to a high point of intellectual and moral excellence, of honor and refinement.

With what enthusiasm does the skilful horticulturist strive to improve the transplanted wild flowers! How assiduously does the faithful gardener, by a beautiful system of budding and grafting, labor to cultivate choice species of fruit. And shall we, teachers, with less enthusiasm or less assiduity toil to develop the minds and improve the character of our pupils? If we are in any proper measure qualified for the duties of our office, we have the power of influencing many minds; our moulding hand is shaping *character*, that which is more durable than the mountains and shall continue when the stars shall have withdrawn their shining.

Men *usually* exult at the thought that they have an influence

over others. But we, teachers, should tremble rather than exult at the contemplation of the influence which our position gives us over susceptible minds. How impressive to us ought to be this common and obvious truth, that the minds of our pupils are capable of culture, that their character may be moulded by us for the present and for another life. If we are faithful to our high trust, ours will be no worthless life—ours will be no contemptible honor. We shall not have lived in vain if minds under our care are developed with symmetrical beauty, their social and moral powers rightly cultivated, their passions and appetites brought into subjection to conscience, the sovereign faculty of the soul, and their nature moulded into conformity to the pure principles of Christianity. This done, and our pupils shall experience a higher development, a nobler culture in a better life; they shall flourish in immortal vigor and beauty on the banks of the River of Life which flows from beneath the throne of God.

[Selected.]

PERSEVERANCE.

A SWALLOW in the spring
Came to our granary, and 'neath the eaves
Essayed to make a nest, and there did bring
Wet earth, and straw, and leaves.

Day after day she toiled
With patient heart: but ere her work was crowned,
Some sad mishap the tiny fabric spoiled,
And dashed it to the ground.

She found the ruin wrought,
But, not cast down, forth from the place she flew,
And, with her mate, fresh earth and grasses brought,
And built her nest anew.

But scarcely had she placed
The last soft feather on its ample floor,
When wicked hand, or chance, again laid waste,
And wrought the ruin o'er.

But still her heart she kept,
And toiled again; and last night, hearing calls,
I looked, and lo! three little swallows slept
Within the earth-made walls.

What truth is here, O man!
Hath hope been smitten in its early dawn?
Have clouds o'ercast thy purpose, trust, or plan?
Have FAITH, and struggle on.

REPORT OF THE ANNUAL EXAMINATION OF THE BOSTON PUBLIC SCHOOLS.

We have read this report with great interest. We are particularly pleased with the spirit of candor, moderation and kindness in which it is written. The writer of it, Rev. Hubbard Winslow, is evidently no mere amateur, speculative educationist. He has brought to his work the mature experience of a practical educator. A good, sensible report, is, therefore, just what might have been anticipated. This we have and more. In many respects, it is a model report.

In the first place, it is not unnecessarily voluminous. There has been, not only in Boston, but elsewhere, a tendency to swell these documents to a very formidable bulk. But because we have large schools, it does not follow that our reports should be cut to the same pattern.

In the second place it is not incumbered with that useless and meaningless routine of remarks on each individual school, which is found in most of the reports of the day.

Finally, it makes its appearance free from another worse than useless appendage, in the shape of a tabular representation of the results of the answers made by the scholars.

But we will not detain our readers with a more extended notice of this admirable document. We are happy to have it in our power to transfer the document to our pages, only omitting those portions which are of a local interest, that our readers may judge for themselves. J. D. P.

"The long agitated question respecting the expediency of employing a Superintendent, having resulted in favor of making the trial, at least for one year, the Committee are happy to say, they have thus far had reason to believe that the Board has made a wise selection of the man for this office. So long as the office is filled by a discreet and efficient person, and is not allowed to relax the vigilance and efficiency of the Board, they believe it will disappoint the fears and confirm the hopes of the Committee respecting it."

"The Committee are happy to report that they have found the Schools, generally, in an excellent condition. There is considerable difference between them; but it is not thought advisable to offend sentiments of delicacy on the one hand, nor to excite envy on the other, by indicating those which appear to be the best. The teachers of such schools have a richer reward in their own breasts than any thing we can say. Instead of singling out some of the Schools as particularly excellent, it is rather our privilege to report that *all* are doing *well*. The difference between them is probably more due to the ma-

terials of which they are composed than to the teachers. Still it is true in teaching, as in all other professions, that some have a greater aptitude for it than others. Persons of equal talent, learning, and moral worth, may have quite unequal measures of the peculiar talent to interest, control, and elevate the youthful mind. We must not, therefore, expect all our teachers to possess this rare talent in the highest degree. Having selected the best that can be obtained, and these doing the best in their power, what remains but to aid and encourage them?"

"They have regretted to find that in some departments there has been during the season no *Devotional Service*. These are departments in those Schools of which only the senior classes assemble in the morning with the masters. It may sometimes be a trial to female teachers to officiate as chaplains for fifty boys, but they can at least read from the Scriptures and offer the Lord's Prayer. Yet, in some instances, not even a Bible has been kept in the rooms. To this sacred Book these Schools owe their existence, and it is only by the influence of its benign principles that they can be sustained. It is earnestly recommended, that in all the rooms where the scholars do not assemble in the morning with the masters, the teachers be required to keep Bibles, and to open the sessions with a devotional exercise.

"In some instances, the *Spelling Book* has been laid aside too soon, and reliance placed solely on exercises from the Reading Lessons. Many of the difficult words in common use are so sparsely scattered over the pages of Reading Books, that the pupil may read several of them through without encountering all the words which he will have occasion to use, and will be likely to misspell. The surest way to secure an accurate orthography of the entire vocabulary of words, is to go patiently through and through the columns of a Spelling Book, in which all difficult representative words are scientifically arranged, spelling every word, until the whole is thus mastered. This is a work to be done by the younger pupils, and should be made an indispensable condition to promotion.

"Instances of *mispronunciation* also occurred, and on calling for a Dictionary, none was at hand. A fine edition of Webster's large work lay on the master's table in another story, but for all practical uses, where it was then wanted, it might as well have been in Texas. It is recommended that all the teachers be required to have dictionaries in their several rooms. It is also proposed that all the younger pupils be required to have Worcester's Primary Dictionary, and the more advanced pupils his Comprehensive Pronouncing and Explanatory Dictionary. These books are very cheap, and, for their price, are the most valuable school books in the English language.

"The *Reading* in the Schools is generally good, frequently excellent; but in some cases there is a want of distinctness and animation, while in others there is an approach to the artistic and theatrical style. The crowning beauty of reading, is a clear, firm, distinct articulation, with tones simple and natural. Young ladies, especially, who are not to be public speakers, but whose pure silvery tones and sweet cadences are to enliven and edify the social circle, as well as to soften and control the tempers of infancy and childhood, should equally avoid the shy, dull, mumbling manner, on the one hand, and the bold, boisterous, declamatory manner, on the other. Good reading is one of the most difficult and most desirable of all attainments. It involves a high cultivation of the vocal organs, richness and pathos of tone, a delicate sense of what is appropriate in expression and manner, with a heart ever alive to its subject. It greatly enhances the beauty and power of *conversation*, thus infusing grace and elegance in every social circle. It is, therefore, recommended that still more attention be paid to this important branch, especially to the higher developments of rhetorical beauty.

"Some of the Schools are deficient in *Parsing*. This seems to have arisen in part from their having used no other text book than Greene's Analysis. We are not insensible to the merits of this Grammar,—it ought to have a place in all the higher classes, but young children cannot easily enter far into the refinements of scholastic analysis. Both science and language are best taught by being first presented synthetically, until the leading principles are thoroughly learned. Minute analysis, as well as all speculations and theories, appropriately belong to the higher stages of mental development. For these reasons the Committee advise, that while the Analysis be retained, some other Grammar, on the established synthetic plan, be used in connection with it.

"Most of the Schools evince great readiness and accuracy in *Geography*, but in some instances failures have occurred, even on leading and important questions. These have probably resulted from an attempt to grasp too much. In the study of Geography, much time is often lost upon unimportant localities and names, and upon various other insignificant matters, whose only claim to notice is the fact that they occupy a place on the map or page. Most Geographies have by far too many details for profitable school use. Woodbridge's Geography, although very valuable for the reader or student, is faulty as a School Book in this particular. The Committee are gratified to find the studies of Geography and History united; and the readiness with which pupils have connected localities with their leading historical events, has generally afforded highly satisfactory evidence of the skill and diligence of their teachers.

"In the *Mathematical* department there is considerable difference in the progress of different Schools, some having advanced in Arithmetic only to the Roots, others having completed the whole of Arithmetic and nearly or quite the whole of Sherwin's Common School Algebra. A similar difference has been noticed in Penmanship. In several Schools it is very fine. In some of the Schools *Bookkeeping* has been taught with admirable success, while in others it has not been taken up. *Drawing*, likewise, has in some Schools been a favorite study, while in others it has received little or no attention. It is, perhaps, worthy of note, that the Schools which have accomplished most in the Mathematical Studies, are usually those which have also done most in the other last named branches. They are usually those in which each study is especially assigned to one or more teachers to whom it is a favorite. If the principle of division of labor applies even to the making of a pin, it is particularly applicable to the work of education, especially in its more advanced stages.

"The Committee have devoted but little time to examination in Philosophy, Astronomy, Physiology, &c., until they have been satisfied with the proficiency in the earlier studies. There is often a false ambition to press forward to advanced studies without due preparation. We realize little satisfaction in attending demonstrations respecting the laws of the heavenly bodies, by those who have not learned Spelling and Arithmetic; nor in listening to an elucidation of the principles of Hygiene, by those who cannot grammatically frame and parse the English language. By an undue multiplication of studies, School Committees have sometimes, in a measure, sacrificed that thoroughness and completeness in the elementary branches of education, for which these schools were established, and for which they have been so deservedly celebrated.

"The great point in education always is, or should be, not so much to make the mind acquainted with *individual facts*, however interesting or important, as to *discipline* it, by a course of severe consecutive studies, such as puts it in possession of elementary *principles*, and teaches it to apply them. After this mental discipline has been secured, and not before, many of the so-called higher studies are mastered with great rapidity and advantage. A student thoroughly taught in Mathematics, will obtain more valuable knowledge of Philosophy and Astronomy in one month, than he otherwise could in a lifetime. There is a beautiful order in education, which cannot be subverted but to infinite damage. Undertaking a study beyond the mind's legitimate reach, must naturally result either in a profitless superficiality, or a disgust for what the pupil is unable either to appreciate or understand. The Committee would not be under-

stood to disparage all such studies as the last mentioned in the Grammar Schools; they would only recommend that the masters be not advised, much less required, to press forward their pupils into them, to the neglect of the earlier, and, in their place, more important branches.

"There is a great difference between the Schools in respect to the *moral influence* exerted over them by the teachers. That which makes pre-eminently a good teacher of youth, is a power of moral influence over them, which commands their esteem and affection, controls their wills, inspires them with a noble ambition to excel in their studies, and forms in them the lofty and effective determination to grow in all the higher qualities of character. There is something beautiful, even sublime, in the power thus wielded by a teacher. It is not inferior, either in kind or degree, to that exerted by a good Christian pastor over a devoted people. It is, indeed, much the same thing. This quality in a teacher is deserving of far more consideration than it has usually received. That there is now a great improvement over former years in this particular, no one can question, who has spent only a few moments either in the Schools or in their halls and exterior apartments. The entire absence of every thing obscene or offensive, of every mark or defacement, upon all parts of the buildings, witihn and without, and the air of purity and neatness pervading the entire premises, conspire with the general appearance of the pupils in session, to impress us with the belief, that however children may conduct at home, they certainly do behave better at School than they once did. The Committee are gratified to find, that whilst our best masters, not essaying a wisdom superior to Solomon's, have none of that morbid sensibility which refuses to use the rod when it is necessary, they have yet that higher power of influence over their pupils which renders the necessity for it a rare occurrence.

"Nor should it be forgotten that parents also have a great responsibility. They ought to sympathize cordially with the teachers; to speak kindly and respectfully of them in their families; to inspire in their children sentiments of love and esteem for them; to consider the arduousness of their task, and do all in their power to relieve it. To do otherwise is suicidal. Those parents who take the part of the children against a faithful teacher, may soon find their children taking a fearful part against their parents."

"The Committee have observed that the best teachers usually succeeded in securing the most uniform *attendance* of their pupils. In some instances it has been remarkably good, in others, however, even the most faithful teachers have failed to realize the attendance which they have a right to expect.

The old saying, "that what costs nothing is not prized," has here its illustration. Some parents place so little value upon the Schools, as to allow every trifling cause to withhold from them their children. Now it is ascertained that the annual cost of Public School instruction in this City averages at least fifteen dollars per scholar. This does not include a vast amount of labor bestowed by persons whose time is more valuable than money. If all the expenses and services rendered were fully estimated, they would amount for each pupil, to nearer twenty than fifteen dollars per annum. If parents had actually to pay this sum annually from their earnings, for the instruction of each of their children, they would doubtless prize it more highly than they now do. But this is the least part of the cost. Pupils who are absent a portion of the time, retard the progress of their entire class, and eventually of the whole School to which they belong. They occasion vexation, derangement, delay. They thus not only waste the public treasure bestowed upon themselves, but that bestowed upon others. They also do injustice to the reputation of their teachers."

Extract from the Report of the Sub-Committee of the English High School.—"They have examined it wholly or in part, on several occasions in the months of June and July, and have been uniformly satisfied as to the ability and fidelity of the teachers, and the general excellence of the Institution. The course of study is extensive, embracing some of the higher branches taught in our Colleges. As the instruction here is designed to take the place of a collegiate course, for those whose plan of life makes them prefer to omit the Ancient Classics in favor of Modern Languages, and other studies directly practical, it is evident that the standard of admission should be high, and that none should be received without a thorough preparation. This is even more important here than at the Latin School; for those who enter the Latin School have in prospect some eight or nine years of study, while those who enter the High School have only three. And yet some of the most advanced studies of College—those of the Junior and Senior years—are pursued in this Institution. The requisite preparation has respect, however, rather to the *thoroughness* than to the *extent* of studies. The Regulations declare, 'It shall be the duty of the master to examine them (candidates) in Spelling, Reading, Writing, English Grammar, Modern Geography, and Arithmetic, of which a thorough knowledge shall be indispensable to admission.' Without this knowledge it is in vain that the candidate may have studied Astronomy, Philosophy, and Hygiene. All good practical teachers know, as no others can, the inestimable benefits of a severely accurate training as preparatory to each subsequent stage of education, and the evil of entering upon any study

prematurely. To acquire the mental habits of looseness and superficiality, and the consequent distaste for close and accurate study, is one of the greatest calamities that can befall the student. Unless every tendency to this is corrected, it will prove utterly fatal to success. The sooner and the more effectually it is corrected, the more substantial, and eventually the more rapid, will be the intellectual growth."

Latin School.—"The condition of this School has been so uniformly good for some years past, that little more has been required from the Quarterly Reports than the statement of this fact. At the last Quarterly Examination, all the classes were examined, and found to be in a highly satisfactory condition; but the attention of the Committee was directed more particularly to the first class, which has been for the last year under the immediate care of the principal master. Their thorough scholarship and gentlemanly deportment afforded such evidence of the excellent instruction and training which they had received, as to make the Committee feel most deeply the loss of the accomplished master of the School, Mr. Dixwell, who has for the last fifteen years filled the place so much to his own honor, and to the satisfaction and advantage of the City. The first class consisted of twenty-eight pupils, six of whom have passed through the school in four years—one year less than the usual course. At the Exhibition, the performances of the pupils were highly creditable to themselves and gratifying to an intelligent audience; and the previous impressions of the Committee in regard to the condition of the school were confirmed. After the distribution of the medals, his Honor the Mayor alluded in his remarks, in appropriate terms, to the valuable services of Mr. Dixwell, and the loss sustained by his resignation, to which he made a very brief reply. Since the Exhibition, thirteen of the first class have entered Harvard College, and eleven have entered other Colleges; and four do not intend to enter any College at present. As evidence of the thorough manner in which they were prepared for College, it may be stated that a majority of those who entered the Freshman Class at Cambridge without being conditioned, and thus required to be examined again, were from the Boston Latin School; and such is understood to have been the fact for some years past.

THE BEST IS THE CHEAPEST.

Now I think it will not cost much pains to show the great importance of giving a child the earliest tincture of whatever is most excellent in its kind.—*Quintilian.*

DISCIPLINE OF PUBLIC SCHOOLS.

LIBERAL principles and popular principles are by no means necessarily the same: and it is of importance to be aware of the difference between them. Popular principles are opposed simply to restraint; liberal principles, to unjust restraint. Popular principles sympathize with all who are subject to authority, and regard with suspicion all punishments; liberal principles sympathize, on the other hand, with authority, whenever the evil tendencies of human nature are more likely to be shown in disregarding it than abusing it. Popular principles seem to have but one object — the deliverance of the many from the control of the few. Liberal principles, while generally favorable to this same object, yet pursue it as a means, not as an end; and therefore they support the subjection of the many to the few, under certain circumstances, when the great end which they steadily keep in view, is more likely to be promoted by subjection than by independence. For the great end of liberal principles is indeed "the greatest happiness of the greatest number" if we understand that the happiness of man consists more in his intellectual well-doing than in his physical; and yet more in his moral and religious excellence than in his intellectual.

It must be allowed, however, that the fault of popular principles, as distinguished from liberal, has been greatly provoked by the long-continued prevalence of principles of authority which are no less illiberal. Power has been so constantly perverted that it has come to be generally suspected. Liberty has been so constantly unjustly restrained, that it has been thought impossible that it should ever be indulged too freely. Popular feeling is not quick in observing the change of times and circumstances: it is with difficulty brought to act on a long-standing evil; but, being once set in motion, it is apt to overshoot its mark and continue to cry out against an evil long after it has disappeared and the opposite evil is become most to be dreaded. Something of this excessive recoil of feeling may be observed, I think, in the continued cry against the severity of the penal code, as distinguished from its other defects; and the same disposition is shown in the popular clamor against military flogging, and in the complaints which are often made against the existing system of discipline in our schools.

"Corporal punishment" it is said, "is degrading." I well know of what feeling this is the expression; it originates in that proud notion of personal independence which is neither reasonable nor Christian, but essentially barbarian. It visited Europe in former times with all the curses of the age of chivalry, and

is threatening us now with those of Jacobinism. For so it is, that the evils of ultra-aristocracy and ultra-popular principles spring from precisely the same source — namely, from selfish pride — from an idolatry of personal honor and dignity in the aristocratical form of the disease — of personal independence in its modern and popular form. It is simply impatience of inferiority and submission — a feeling which must be more frequently wrong or right, in proportion to the relative situation and worthiness of him who entertains it, but which cannot be always or generally right except in beings infinitely more perfect than man. Impatience of inferiority felt by a child towards his parents, or by a pupil towards his instructors, is morally wrong, because it is at variance with the truth; there exists a real inferiority in the relation, and it is an error, a fault, a corruption of nature, not to acknowledge it.

Punishment, then, inflicted by a parent or a master for the purposes of correction, is in no true sense of the word degrading; nor is it the more degrading for being corporal. To say that corporal punishment is an appeal to personal fear is a mere abuse of the terms. In this sense all bodily pain or inconvenience is an appeal to personal fear; and a man should be ashamed to take any pains to avoid the toothache or the gout. Pain is an evil; and the fear of pain, like all other natural feelings, is of a mixed character, sometimes useful and becoming, sometimes wrong and mischievous. I believe that we should not do well to extirpate any of these feelings, but to regulate and check them by cherishing and strengthening such as are purely good. To destroy the fear of pain altogether, even if practicable, would be but a doubtful good, until the better elements of our nature were so perfected as wholly to supersede its use. Perfect love of good is the only thing which can profitably cast out all fear. In the mean while, what is the course of true wisdom? Not to make a boy insensible to bodily pain, but to make him dread moral evil more; so that fear will do its proper and appointed work, without so going beyond it as to become cowardice. It is cowardice to fear pain or danger more than neglect of duty, or than the commission of evil; but it is useful to fear them, when they are but the accompaniments or the consequences of folly and of faults.

It is very true that the fear of punishment generally (for surely it makes no difference whether it be the fear of the personal pain of flogging, or of the personal inconvenience of what have been proposed as its substitutes, confinements, and a reduced allowance of food,) is not the highest motive of action; and therefore the course actually followed in education is most agreeable to nature and reason that the fear of punishment should be appealed to less and less as the moral principle becomes stronger with advancing age.

If any one really supposes that young men in the higher forms of public schools are governed by fear, and not by moral motives; that the appeal is not habitually made to the highest and noblest principles and feelings of their nature, he is too little aware of the actual state of those institutions to be properly qualified to speak or write about them.

With regard to the highest classes, indeed, it is well known that corporal punishment is as totally out of the question in the practice of our schools as it is at the universities; and I believe that there could nowhere be found a set of young men amongst whom punishment of any kind was less frequent, or by whom it was less required. The real point to be considered, is merely, whether corporal punishment is in all cases unfit to be inflicted on boys under fifteen, or on those who, being older in years, are not proportionably advanced in understanding or in character, who must be ranked in the lower part of the school, and who are little alive to the feeling of self-respect, and little capable of being influenced by moral motives. Now, with regard to young boys, it appears to me positively mischievous to accustom them to consider themselves insulted or degraded by personal correction. The fruits of such a system were well shown in an incident which occurred in Paris during the three days of the revolution of 1830. A boy twelve years old, who had been forward in insulting the officers, was noticed by one of the officers; and though the action was then raging, the officer, considering the age of the boy, merely struck him with the flat part of his sword, as the fit chastisement for boyish impertinence. But the boy had been taught to consider his person sacred, and that a blow was a deadly insult; he therefore followed the officer, and having watched his opportunity, took deliberate aim at him with a pistol, and murdered him. This was the true spirit of the savage, exactly like that of Callum Beg in Waverley, who, when a "decent gentleman" was going to chastise him with his cane, for throwing a quoit at his shins, instantly drew a pistol to vindicate the dignity of his shoulders. We laugh at such a trait in the work of the great novelist, because, according to our own notions, the absurdity of Callum Beg's resentment is even more striking than his atrocity. But I doubt whether to the French readers of Waverley it has appeared either laughable or disgusting; at least the similar action of the real Callum in the streets of Paris was noticed at the time as something entitled to our admiration. And yet what can be more mischievous than thus to anticipate in boyhood those feelings which even in manhood are of a most questionable nature, but which at an earlier period are wholly and clearly evil? At an age when it is almost impossible to find a true, manly sense of the degradation of guilt or faults, where is the wisdom of

encouraging a fantastic sense of the degradation of personal correction? What can be more false, or more adverse to the simplicity, sobriety, and humbleness of mind which are the best ornaments of youth, and offer the best promise of a noble manhood? There is an essential inferiority in a boy as compared with a man, which makes an assumption of equality on his part at once ridiculous and wrong; and where there is no equality, the exercise of superiority implied in personal chastisement cannot in itself be an insult or a degradation.

The total abandonment, then, of corporal punishments for the faults of young boys, appears to me not only uncalled for, but absolutely to be deprecated. It is of course most desirable that all punishment should be superseded by the force of moral motives; and up to a certain point this is practicable. All endeavors so to dispense with flogging are the wisdom and duty of the schoolmaster; and by these means the amount of corporal punishment inflicted may be, and in fact has been, in more than one instance, reduced to something very inconsiderable. But it is one thing to get rid of punishment by lessening the amount of faults, and another to say, that even if the faults are committed, the punishment ought not to be inflicted.

Now it is folly to expect that faults will never occur; and it is very essential towards impressing on a boy's mind the natural imperfectness and subordination of his condition, that his faults and the state of his character being different from what they are in after life, so the nature of his punishment should be different also, lest by any means he should unite the pride and self-importance of manhood with a boy's moral carelessness and low notions of moral responsibility. The beau ideal of school discipline with regard to young boys would appear to be this—that whilst corporal punishment was retained on principle as fitly answering to, and marking the natural inferior state of boyhood, morally and intellectually, and therefore as conveying no peculiar degradation to persons in such a state, we should cherish and encourage to the utmost all attempts made by the several boys as individuals to escape from the natural punishment of their age by rising above its naturally low tone of principle. While we told them that, as being boys, they were not degraded by being punished as boys, we should tell them also, that in proportion as we saw them trying to anticipate their age morally, so we should delight to anticipate it also in our treatment of them personally—that every approach to the steadiness of principle shown in manhood should be considered as giving a claim to the respectability of manhood—that we should be delighted to forget the inferiority of their age, as they labored to lessen their moral and intellectual inferiority. This would be a discipline truly generous and wise—in one word, truly Chris-

tian; making an increase of dignity the certain consequence of increased virtuous effort, but giving no countenance to that barbarian pride which claims the treatment of a freeman and an equal, while it cherishes all the carelessness, the folly, and the low and selfish principle of a slave.

With regard to older boys, indeed, who yet have not attained that rank in the school which exempts them from corporal punishment, the question is one of greater difficulty. In this case the obvious objections to such a punishment are serious; and the truth is, that if a boy above fifteen is of such character as to require flogging, the essentially trifling nature of school correction is inadequate to the offence. But in fact boys, after a certain age, who cannot keep their rank in school ought not to be retained at it; and if they do stay, the question becomes only a choice of evils. For the standard of attainment at a large school being necessarily adapted for no more than the average rate of capacity, a boy who, after fifteen, continues to fall below it, is either intellectually incapable of deriving benefit from the system of the place, or morally indisposed to do so; and in either case he ought to be removed from it. And as the growth of the body is often exceedingly vigorous where that of the mind is slow, such boys are at once apt for many kinds of evil, and hard to be governed by moral motives, while they have outgrown the fear of school correction. These are fit subjects for private tuition, where the moral and domestic influences may be exercised upon them more constantly and personally than is compatible with the numbers of a large school. Meanwhile such boys, in fact, often continue to be kept at school by their parents, who would regard it as an inconvenience to be required to withdraw them. Now it is superfluous to say, that in these cases corporal punishment should be avoided whenever it is possible; and perhaps it would be best, if for such grave offences as would fitly call for it in younger boys, older boys, whose rank in the school renders them equally subject to it, were at once to be punished by expulsion. As it is, the long-continued use of personal correction as a proper school punishment renders it possible to offer the alternative of flogging to an older boy, without subjecting him to any excessive degradation, and his submission to it marks appropriately the greatness and disgraceful character of his offence, while it establishes, at the same time, the important principle, that as long as a boy remains at school, the respectability and immunities of manhood must be earned by manly conduct and a manly sense of duty.

It seems to me, then, that the complaints commonly brought against our system of school discipline are wrong either in their principle or as to the truth of the fact. The complaint against all corporal punishments as degrading and improper, goes, I

think, upon a false and mischievous principle: the complaint against governing boys by fear, and mere authority, without any appeal to their moral feelings, is perfectly just in the abstract, but perfectly inapplicable to the actual state of established schools.—*Dr. Arnold.*

PUBLIC SCHOOLS OF THE CITY OF CLEVELAND.

We have read the Report of the Acting Manager, George Willey, with great satisfaction. It is a model report. Cleveland may safely challenge any town or city throughout the land to a comparison of reports for the last three years. Mr. Willey's views on the subject of popular education, are eminently sound and practical, and they are expressed in a luminous, manly, and vigorous style. He does not multiply words to swell the bulk of a pamphlet, but he seems to write because he has something to say, and what he says is strongly impregnated with the essence of common sense. When we read his reports, we could but wish that they might be put into the hands of every supervisor of schools throughout the land.

He is a strong advocate of the *Gradation System*, the intrinsic superiority of which Dr. Sears so successfully demonstrated in his last Annual Report.

This system is carried to a great degree of perfection in Cleveland, and its results are highly satisfactory.

The following outline of the system as it exists in that city is taken from the Report for 1851.

"Our system of Public Schools consists of four Departments; the Primary, Intermediate, Senior, and Central High.

In the Primary Department there are ten schools, ten teachers, and 837 scholars; in the Intermediate, eight schools, eight teachers, and 680 scholars; in the Senior, six schools, twelve teachers, and 697 scholars; in the Central High School, two teachers, and ninety scholars. This is the approved American system of Graded Free Schools, which has found, or is finding favor in every section of the country. The least reflection upon it, or observation of its workings, unfolds its harmony, efficiency, and beauty.

Its contour is pyramidial, having its base at the Primary Department, with the greatest number of schools, teachers, and scholars. Here are taught the rudiments—the Alphabet, Reading and Orthography, and the simpler exercises in Numbers, Linear Drawing, and Vocal Music.

The next Department is the Intermediate or Junior. Here, besides the studies of the Primary Department, are assigned additional ones, such as Intellectual Arithmetic, Natural History, Geography, and Penmanship. In these a certain stage of proficiency is reached, preparatory to advancement to the senior schools.

The Senior Department, again, is more limited in dimensions, but

is still higher up in position and attainment. Here the studies of the lower Departments are perfected, while additional branches, suited to the maturity and better scholarship of the pupils, are introduced; such as Written Arithmetic, American History, Grammar and Composition, Intellectual Algebra, and Physiology. Music, under the guidance of professional teachers, begins to be taught as a science. Drawing passes from mere Linear to Perspective. Penmanship assumes more freedom and exactness. Higher Geography is linked to History, and is taught on a more expanded and critical plan.

To carry out our figure of the pyramid, we would say, that the apex, the crowning feature of our system, least in magnitude, yet surmounting all, is the Central High School. Here, under learned and experienced teachers, Public School Education is completed. While the leading studies of the Senior Schools pass under review, or are examined in more profound, or elaborate treatises, all the higher English branches, the Higher Mathematics, the Natural Sciences, Bookkeeping, Rhetoric, Mental Philosophy, and a wider range of Historical Reading, are pursued. Here all means are resorted to, to finally discipline, enrich and adorn the mind, preparatory to its relinquishment of the pursuits of students, for an immediate launch into the sea of life."

It has been the good fortune of this school, since its organization in 1845, to be under the superintendence of Andrew Freese, Esq., a gentleman who to superior natural endowments for the profession of teaching, has added high scientific attainments and a large experience. Through his exertions, an association of the teachers of the city has been formed, and for three years it has held one meeting each week, for purposes of mutual instruction in the business of teaching. The average attendance of the teachers at these meetings has been seventy-five per cent. Here is an example worthy of imitation by the teachers of other cities. J. D. P.

[We are happy to find it in our power to redeem the promise we made to our readers some time since, to present them with some of the good things contained in the recent report of the Superintendent of the Common Schools of Connecticut. The subjoined article purports to be an outline of the principles and trains of thought, presented and illustrated at a Teachers' Institute, held at Wolcotville, Conn., and was drawn up by Rev. T. K. Beecher. It is a treasure of wisdom, and may be read and re-read with profit by teachers who have had experience, as well as by those who are just entering upon the duties of the profession. But it needs no commendation from us. It will speak for itself.—J. D. P.]

OUTLINE OF SUBJECTS AND EXERCISES.

THE spirit of the request, made by the members of the Institute, that an outline of the proceedings be printed, for future reference, demands that the matters be arranged topically,

rather than according to the accidental order in which they were discussed.

It should be borne in mind, that the following pages are not offered as a treatise upon teaching. They are prepared for the use of those teachers who were present as members of the Institute, and are designed to preserve in a condensed form, principles and trains of thought, which were there presented and fully illustrated.

Among the most important of these principles, the following were stated as fundamental and properly introductory.

Knowledge being of two kinds: *arbitrary*, as names, use of words, notation, dates, &c., and *inferential*, as the successive unfoldings of any pure science, it follows:

I. Absolute or arbitrary facts should be freely and frequently *told* to the scholar, as arbitrary, and therefore to be learned without question or attempt to reason.

II. Inferred facts and principles deducible from previous knowledge, should be taught with and by their connections and in their various relations. They should spring up in the mind of the learner, and not be merely transplanted thither from a book or a teacher's mind.

Again: the mind of childhood is living and active, possessing its likes and dislikes, its hungerings and its loathings. Teaching is truly a feeding of the mind. Hence:

III. The attempt to teach without first exciting, or at least seeking for an appetite on the part of the learner, is unwise, and in most cases ensures its own defeat.

Again: Since we recognize in every child a triple organization, embracing the physical, the intellectual and the moral natures; and since *true* education covers all three departments; hence:

IV. To cultivate any one part or power of childhood, at the expense or to the neglect of other parts of his nature, causes oftentimes entire failure, and always more or less distortion and want of symmetry.

Again: Studies are oftentimes of value to the learner in more than one particular. Always there may be gained (1.) a discipline of mind, and (2.) an increase of knowledge. Besides these two, there are points of morals, of religion, &c., which are more or less incident to every properly taught school study. Hence:

V. Studies should be selected and instruction imparted with reference to securing the greatest comprehensiveness of result and consequent improvement from the pursuit.

The school is designed to qualify youth for active and useful lives in a republican state and under free institutions, free almost to license. Hence:

VI. The School should be made to exemplify the excellence of the social and political organization, under which the scholars are soon to find themselves.

Again: Since parents are primarily entrusted with the whole care and responsibility incident to the education of childhood and cannot without great wrong lay it *wholly* aside, it follows that:

VII. Teachers should hold themselves auxiliary to parents, and not as an independent power or authority.

These fundamental principles when applied in detail, work very remarkable changes in the methods to be used by a teacher. Are these principles true?

For the sake of clearness, the following illustrations are arranged, not in the order in which they came up for discussion in the Institute, but by subjects, viz.:

1st. LANGUAGE, (1. Talking and the Alphabet; 2. Spelling and Reading; 3. Grammar; 4. Analysis and Composition.)

2d. ARITHMETIC AND MATHEMATICAL INSTRUCTION.

3d. GEOGRAPHY AND HISTORY.

4th. PENMANSHIP AND DRAWING.

5th. ARTICULATION, VOCAL EXERCISES, AND SINGING.

6th. DISCIPLINE, (Order of exercises and school government.)

7th. MUTUAL RELATION OF PARTIES IN A SCHOOL, viz.: parents, teachers, scholars, school officers, and the public in general.

8th. SELECTION OF STUDIES, BOOKS, ETC.

9th. SUMMARY AND CONCLUSION.

1st. LANGUAGE—"*Talking and the Alphabet.*"

Very much is implied under this brief heading. Language is, strictly speaking, but the instrument with which all other knowledge makes itself active, useful, and impartible. Yet in school, it must be pursued as an *end*, a special object of pursuit; and while this is true, it is equally true, that in school, language should be taught as it is to be used hereafter, i. e., as the medium for all thought. Hence:

1. *Every study and every recitation should have a language-training element, fully developed and recognized.*

"I know but can't think," "I know but can't tell," are frequent answers in all schools. They both imply, whenever heard, that the language element is wanting in that particular study. It is not enough to have a child learn Arithmetic or Geography; he needs also to *talk* Arithmetic and *talk* Geography. It is always easier to teach a child "to cipher," than 'tis to teach him to explain *fluently* and *gracefully*. There is an arithme-

tic of the head, one of the fingers, and one of the tongue. Usually we find but one of these taught, viz.: ciphering, or "of the fingers."

Again: Language begins with mere imitation and submissive adoption of arbitrary sounds, heard by the child and remembered. Hence:

2. At the very outset of *school* instruction, we should draw our method of teaching these purely *arbitrary things*, names, &c., from the practice which prevails in every home, where a child learns to talk, nominally without teaching, really with the only *true* teaching—pleasant talk.

We cannot excite an appetite directly in very young children, for the alphabet and print. We have all of us violated, time and again, our third principle. The idle, vacant faces, the restless mischief, or the happy sleep of nine-tenths of the A-B-C scholars in our schools, should teach us that we are often premature in our alphabetic lessons. True, children are sent to school too early in life. But when we find them with us, we should aim to make them a home *at* school, since we cannot get them home *from* school.

There are many lessons to be learned by little children, before they learn the alphabet. A little class sent out to *see* and called in to recite what they have seen, are in a fair way to learn to *talk*, and talking should be taught before reading. Children do not know how to use *intelligently* any one of their five senses. We can create an appetite to use the eye and ear and hand, we can teach to *observe*, we can teach the names of things and scenes observed, long before we can properly teach the convenient art of reading and writing.

When a class has *observed* and recited a week or month, it will soon be found by them, that memory is treacherous and lets slip much they have seen and which they wished to recite. An older scholar accompanies them and makes a memorandum and *reads* fluently item after item, which they, alas, forgot. The *use* of writing and of print thus becomes obvious to the little class; an appetite begins to awaken within, and by a judicious intermingling of eye and hand lessons with the dry tasks of letters and of words, this appetite may be increased, so that the A-B-C class may become as busy and as happy at school, as such children always are at home.

It should be observed here, that the motive for every study should be drawn, *not* from queer devices and toys, which *always* overlie the thing learned so heavily as to conceal it, but from an intelligent exhibition of the actual value of the thing to be learned. Sauces may tempt an invalid to eat—but he eats *not the bread*, but the sauce. Hunger makes an oat-cake sweet.

"But the sounds of letters and the spelling of words are so

abominably irregular, that after all, there must be a long term of years spent in learning their *arbitrary* use; and after all, there's no royal road to reading!" True: therefore,

3. Whatever of regularity and law there is, should be carefully selected and taught. The alphabet is a jungle, dense and dark; but it has great landmarks nevertheless: and in learning to read there is much room for inference and constructive skill.

Children may be found reciting, "A's a *harrow*," "B's an *ox-yoke*," "C's a *pail-handle*," &c., who know not any of these valuable articles by sight, and have learned the "*harrow*" and "*ox-yoke*" just as blindly as they learned the "*A*" and the "*B*." To learn the alphabet thus, is no gain whatsoever. True, the *names* are learned, but we never use the *names* of consonants—we use only their powers. Hence:

1. Consonants should be learned by their powers, and not by their names.

But having taught one *long* sound to each vowel, viz.: a, e, i, o, and u, and having learned the powers of the consonants, it is time to give the little laborers a taste of their harvest. Words on a blackboard, using these *known* sounds, should be read, copied, and written by the scholar. G O T (goat) B A T (bait) &c., always a familiar word, spelled *phonetically*, that is, by its *sound*. For,

2. Spelling words, English words, is one thing, and spelling sounds is quite another. And

3. Learning to read and write is quite a distinct labor from learning to read and write *English;* as is fully evidenced by the boy who wrote "&ru Jaxn."

Having thus taught one power, and only one, for each letter, and exercised the class for a week or more on phonetic spelling with these slender materials, the class themselves will find many familiar words, which they can speak, but cannot write.

4. Reading and writing advance side by side; they are both of them, *language*, the former using the eye and the tongue, the latter the eye and hand.

Selecting from these familiar words a set that contain the short sound of each vowel—as *kat*, *set*, *bit*, *log*, *bug*, &c.; a word of instruction tells the class, that these letters stand for two sounds, and we have to *guess* by the *sense* which is meant. "Does *kat* spell cat or Cate?" Ans. "It spells both." "Well. 'The cat or Cate catches mice;' in that sentence which does *kat* spell?" Ans. "Cat." "How do you know?" Ans. "By the sense," &c.

And so progressively the class advances until it has learned for A four sounds; for E two; for I two; for O three; for U three; and for the very few ambiguous consonants, which have no other letter to express their anomalous use, their double or triple power.

The class are now *phonetic* writers and spellers; and the record of phonetic triumphs in England, shows how brief a time is needed to teach thus far; while the bright intelligence and cheerfulness of a class under such training, would make the longest road seem "the shortest way home."

Let it be observed here, that the class have learned to *talk* well what they know, have learned to use their senses for observation, and can now write or print whatever they can speak.

5. *Phonetic* spellers and readers are shrewd *guessers* at the meaning of a word when disguised by English spelling. They are far abler to read, than any ordinary A-B-C conqueror is, to make out of "be a ka e ar," the simple word *baker*.

Now, and not until now, begins the necessity of giving the learner a book—a *Reader*.

The necessary limits within which this outline must be confined, will not allow so full illustration of the remaining principles discussed under the head "Language." Enough has been given to show the application of several of our introductory principles to this exceedingly elementary department of a teacher's duty.

Thus far we have taught the child to talk, and faithfully to draw, as it were, the pictures of the sounds it utters. Now comes the labor of teaching the child to recognize, in the caricatures which we call words, the same sounds which it has learned to pronounce and write. In other words, we have treated of "talking" and the "alphabet," and have now come to "spelling" and "reading."

1st. (contin.) LANGUAGE.—"*Spelling and Reading.*"

We have said already, that "to spell words is one thing, and to spell sounds quite another." In teaching, the two should be kept separate. Hence:

1. we need orthoëpic classes as well as orthographic ones. The former train the organs of speech, the latter train the eye and the hand.

In business, we never detect a man's faulty spelling until he is called upon *to write*. In actual life we are never called upon to spell a word *orally*. The most accurate proof readers will often fail in *oral* spelling. The most thoroughly drilled spelling classes *invariably* fail in written accuracy. Hence:

2. Spelling is an art learned by the *eye* for the guidance of the hand in writing. The *tongue* is idle when we write, and it is folly to train *in school* the tongue to do what it never needs do again. *Spelling should be taught by writing.* Again,

If a man spells faultily thus "beleif" "recieve" "comon" "pursuade" "persue," &c., it does him but little good to be able to spell "phthysic" and "chevaux-de-frise" and "rendezvous" correctly. Hence:

3. We should teach ordinary spelling thoroughly ere we look up "puzzlers." Again:

In the various languages used by men, there are many valuable words, whose orthography we ought to know; but it is folly in the extreme to commit to memory a Latin Lexicon, without once looking at the significancy of the words we spell. Equal folly is it for us to teach "perplexity" "reciprocity" "fatuity" "onerous," &c.; for, to childhood, these words are mere Greek. Hence:

4. Definition and use of words should go hand in hand with their correct spelling. Again:

In actual life, we never spell words for the sake of the *spelling merely*. We spell only when we wish to write; and then we use all sorts of words. Hence:

5. We need no *spelling* classes *distinctively;* but *all* our studies and *all* our classes ought to be "*talking*, *reading*, *writing* and *spelling* classes. Arithmetic ought, Geography ought, EVERY RECITATION ought to exercise the class in these four arts, which, in life's labor, are never practised ALONE, but always in connection with some business or labor other than the mere reading, writing, &c., &c.

In support of this last and most important injunction, the following are alleged as facts, and every teacher is competent to decide whether they are facts or mere fancy,—viz.: Large classes often spell well with the tongue, but miserably with the pen. Scholars often write beautifully in their copy-books, but abominably when called upon to write a letter, &c. Scholars often can spell a spelling-book straight through, who cannot *use* one in ten of the words they spell. Classes will often *recite* well, who yet cannot write out the very words they repeated a moment before. Boys frequently read a lesson fluently, and yet cannot tell a single idea that is conveyed by their lesson. A teacher may, very often, by reading from a scholar's book, adding never a word, explain a dark puzzle, which the learner never dreamed was elucidated in the book, &c., &c.

Are any or all of the above assertions facts? If they are, they assuredly point clearly the road to improved teaching.

By "reading" is generally meant, the mere learning to articulate, inflect, &c. Of these exercises mention will be made under the head devoted to their consideration.

Let it be borne in mind that we are not aiming to set forth labor-saving methods; so far as teachers' labor is in question, we are fourfolding it in intensity, even while we shorten it in duration. Young children have a shamefully *dull time* of it, learning to read; and our hope and aim is to suggest alleviations of this stupid *slavery* to the alphabet and spelling book, which renders our *little* boys and girls such living testimony against our professional skill. But to return to "Reading."

In actual life we read for our own information; we read for the sake of catching the sentiment we read. Hence,

1. It is far more important (and far more difficult) to teach classes to read understandingly, than it is to render them skilful pronouncers of words. "I had rather speak five words with my understanding * * * than ten thousand words in an unknown tongue," says the teacher Paul. Yet nine-tenths of the children in this State, merely to gratify a longing after *big leather-covered reading books*, do stammeringly read "ten thousand words in an unknown tongue," and too many teachers never dream of asking, "understandest thou what thou readest?"

2. Every word of every reading lesson should be thoroughly understood ere the lesson is connectedly read.

3. For young classes, the teacher ought carefully to explain and familiarly paraphrase every reading lesson, and (as an exercise in writing and spelling) require an accurate transcription of, at least, a paragraph or two, as the regular preparation for the recitation.

4. More advanced classes should make this paraphrase for themselves, and write it out fairly, learning to use their dictionary as the companion of *all* their studies.

5. The mechanical training of the vocal organs should not be based upon the reading lesson, but should stand by itself as a *mechanical* exercise.

6. *All* the lessons of school should be treated as reading lessons, and be carefully read aloud by the class ere they be given up for recitation.

It must be borne in mind that we define reading, as a branch of school training, thus: Reading is the art of understanding the thoughts of others when they address the eye either in script or print. Vocal excellence is quite a different attainment.

Our schools too often teach the voice to read, and let the understanding go uncultivated, in this exercise.

1st (contin.) LANGUAGE.—"*English Grammar.*"

There is usually a prejudice existing in the minds of parents and children against the thorough pursuit of this department of language. This prejudice is well founded if the study be pursued by the book, and accomplished in the same way that tables of weight and measure are mastered. Equal folly is it to attempt to teach a child the "art of speaking and reading and writing" his vernacular language, by the use of a grammar one hour a day, if he listens to and uses faulty forms of speech all the rest of his time.

1. Having learned *by use* one language fluently, and then studied the laws of its formation and construction, we are then able, in learning a second language, to derive aid from its grammar. In our schools, where, as yet, the English language is

imperfectly used, it is of but little value to the learner to know, that "a verb must agree with its subject in number and person," or that "I, my or mine, me," are the three cases of the 1st Personal Pronoun; of little value, that is, in the matter of learning to speak and write correctly the language. We *use* language in unconsciousness of its laws. We use it just as we breathe, without pausing to ask what muscles shall act and what rest inactive. Hence:

2. The study of English grammar should never be allowed to outstrip the child's ability TO USE the language correctly, but should be pursued, as an exercise teaching the child to classify *familiar* words, pointing out their syntax, and ascertaining their precise power and office in a sentence. For,

3. English grammar affords the simplest and most truly progressive exercises in generalization and abstract thought, that can be devised for childhood. This is the true value of the study. As ordinarily pursued it is valueless.*

A book usually makes a scholar deem the lesson one to be merely memorized; a memorized lesson from a grammar is invariably useless, nay injurious. Hence:

4. A teacher should have half a dozen grammars for his own use, but should teach his classes, particularly his younger classes, *orally* or by blackboard; and the class should study grammar from the reading book and from original sentences, using slate and pencil for every lesson.

Parsing, when confined to an *oral* exercise, is rarely studied by a class before the recitation hour. It usually degenerates into a mere repetition of certain gibberish, learned by constant exercise and repeated by rote. Hence:

5. Exercises in parsing should be continually varied, so as to exclude any mechanical habit. *Written forms of synoptic parsing* should be required frequently; and the phraseology of recitation should vary from week to week.†

* See Smith's, Greene's, Wells's, and Weld's Grammars; seeking not for specimens of critical skill, but for exercises of simple beauty for young classes.

† *Synoptic Parsing* is used for the sake of condensing much matter into small space, in many grammars. As an important aid in study, or as lightening a teacher's labor *in school*, we do not often find it. A specimen is subjoined of written parsing, as applied to nouns and verbs. A glance from a practical teacher will detect errors in exercises thus arranged, while hours of labor, without this condensation on the part of the scholar, will hardly suffice to correct seven or eight exercises.

EXERCISE. Sentence.—Little *children*, *love* one another.

Syntax,	*Children* love.	Syntax.	Children, *love* or *love*
Pt. of Sp.	Noun.	Pr. or Sp.	Verb. [ye.
Class.	Common.	Class by *form*.	Regular.
Gender.	Common.	Class by mean'g.	Transitive.
Number.	Plural.	Voice.	Active.
Person.	Second.	Mood.	Imperative.
Case.	Nom. or Indpstt.	Tense.	Present.
Rule illustrated. "The subject of a finite verb is always in the Nom. Case," or "The name of a person or thing addressed," &c.		Person.	Second.
		Number.	Plural.
		Agreement.	Children or ye.
		Rule illustrated. "A finite verb must agree with the meaning of its subject in number and person."	

In the study of a language there are two main divisions. (1.) Its logical force or meaning, and, (2.) its grammatical laws or mechanical construction. We have alluded to exercises in paraphrase as important preparation for a reading lesson. This exercise takes hold of the logical department. As a final and *test* exercise, by which to prove the attainment of a class in the technical or mechanical mastery of language, the following is offered.

6. Grammatical paraphrase is an exercise perhaps the most compendious and difficult that can be devised for this branch of study. By it is meant, the production of two sentences or paragraphs, whose *sense* shall be diverse, but whose syntax and grammatical quality—i. e., whose *parsing* shall be absolutely identical. A short specimen is subjoined.

Sentence. "Wit *is* to life, *what* bells *are* to horses, not expected to draw *the* load, but only to jingle while the horses draw."

Paraphrase. Rest *is* for labor, *what* ebb-tides *are* for floods, never intended to rule *the* ocean, nor even to last till the waves return. This paraphrase is faulty intentionally, in the words "ebb tides," (compound) "bells," (simple); "horses," (com. gend.) "floods," (neut. gend.); "last," (neuter); "jingle," (active); "waves," "horses"; "return," (regular); "draw," (irregular.) A *perfect* paraphrase of this sentence is possible, except of the words in Italics, which have no grammatical equivalents in our language; let teachers test the difficulty of this exercise by trying this sentence.

7. An appetite, a motive for this study must be sought for, from the love which all minds have to do original thinking. Experimentally it has been found the most intensely fascinating study which can be offered to a learner. That English grammar is *usually* interesting or useful in our schools as they are, cannot be truly affirmed. The fault is not in the study, but in the incapacity of the teacher.

THE NORFOLK COUNTY TEACHERS' ASSOCIATION,

At their last meeting, passed a vote offering a prize of Ten Dollars to the Lady Teachers of the Association, for the best Essay on any subject connected with the duties of their profession.

The Essays should be sent to the President, Thomas Barrows, Esq., of Dorchester Upper Mills, or to the Secretary of the Association, over a fictitious signature, accompanied by a sealed envelope containing the real name of the Author.

CHAS. J. CAPEN,
Sec. N. T. A.

DEDHAM, Nov. 1st, 1851.

THE MASSACHUSETTS STATE TEACHERS' ASSOCIATION

Will hold its next annual meeting in Fitchburg. The Session will commence on the evening of Monday the 25th inst., and will continue through the succeeding day and evening. Lectures will be delivered by Professor Louis Agassiz, Cambridge; D. B. Hagar, Esq., Roxbury; Eben S. Stearns, Esq., West Newton; and Daniel Mansfield, Esq., Cambridge.

Teachers and friends of Education are cordially invited to attend the meeting.

THOMAS SHERWIN,
PRESIDENT.

THE

MASSACHUSETTS TEACHER.

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[We conclude, in the present number of the Teacher, the interesting extract from the Report of the Superintendent of the Connecticut Schools, which was commenced in the Teacher for November.]

OUTLINE OF SUBJECTS AND EXERCISES.

1st (contin.) LANGUAGE—"*Analysis and (synthesis) Composition.*

THE inquiring teacher will find so much practical matter upon these two points in "Greene's Analysis" and "Parker's Exercises in English Composition," two very cheap and accessible school books, that little more in detail needs to be said here.

One exceedingly comprehensive and valuable exercise should be mentioned.

Each evening, let from two to six words be announced to *all* the school that can write. Let these words be important and useful ones; they should be, if possible, *radicals*, and not mere derivative words. Every scholar that can, should prepare a written exercise *at home*, embracing the following points. (1.) Spelling; (2.) Notation of the orthoëpy; (3.) Definition; (4.) Part of speech; (5.) Illustration by an original sentence; —of the meaning and use of each one of the six words; (6.) Syntax of each sentence.*

The teacher should from time to time limit and vary the subjects upon which the scholar shall compose his *true* sentence; one day Geography, next History, next Grammar, &c.

* Example of this exercise. Mănŭscrĭpt (*n.* and *adj.*) Definition. A piece of writing; any thing written by hand; adj. Written by hand.
Illustration (as a noun.) In the Patent Office at Washington, may still be seen the original manuscript of the famous Declaration of Independence.

In preparing this exercise, and in the various recitations based upon it, more profitable study may be secured than by any other one study that can be devised.

For advanced classes may be added to the above requirements,—(7.) Analysis of each sentence; (8.) Derivative words based upon the words given; (9.) Synonymes and Paraphrase; (10.) Metre and Prosody, &c., &c.

We take leave of this subject, LANGUAGE, only requesting of every teacher to think out some course of instruction which shall consist with our fundamental principles, and still make this department as relatively important in school, as it must evidently become in life. Men are oftener *thought-tied* than *tongue-tied;* slower of mind than of speech; blind in their reasonings often, when the fault is unjustly laid upon their style.

In brief, then, it is here claimed; *That spelling, reading, grammar, composition,*—LANGUAGE,—as studies, should address and develop the mind, rather than the *mere* eye, tongue, and hand. That their usefulness should be demonstrated in every part of school exercises and intercourse, rather than in set classes and formal memory or practising lessons.

2d.—ARITHMETIC AND MATHEMATICAL INSTRUCTION.

We now touch the main study that is taught in our schools. The reasons why it is made so prominent a branch of instruction in all our schools, is not easy to give. Arithmetic, as a matter of fact, is a far less useful study *for educational purposes*, than language.

We have already seen, with regard to the study of language, our fundamental principles working some change in the usual methods of teaching spelling, &c. In like manner, it is believed, our mathematical instructions need some little change.

Numbers are exact; mathematical rules are without exceptions, and the reasonings absolutely demonstrative. Hence:

1. The value of arithmetic as a study, is found in the illustration which it gives of absolute exactness and truth of reasoning and result. Mathematics alone afford this training.

Words in general have six or seven different significations; sentences, nine times in ten, even the compositions of our best authors, are, critically speaking, ambiguous. Mathematical terms and propositions *may be* perfectly definite, incapable of the least shade of ambiguity. Hence:

2. The value of arithmetic as a study, is found in the training it gives in concise and yet accurate speech and composition.

It is often difficult, in the ordinary studies of school, to draw the line between arbitrary facts and dependent truths or con-

clusions. But throughout their whole range, mathematical studies yield readily to this analysis; there are but two sets of arbitrary facts, viz., Nomenclature and Notation. All else is inferrible. Hence:

3. The value of arithmetic as a school-study, is found in the ease with which a teacher can learn to teach it well. Possibly this consideration is the cause of its having universally assumed so prominent a rank in school.

4. Its practical value as an essential requisite for success in life, needs no mention. It is proper, however, to say, that, of the various principles taught in our arithmetics, comparatively few scholars use more than the elementary rules in after life; so that its practical value is, after all, less, *far less*, than many suppose. Merchants, Bankers, Mechanics, and Farmers—all—usually look to books and tables and mechanical arithmetics, for the solution of the few *extraordinary* problems they meet, which will not yield to the multiplication and addition tables. Hence, as compared with language, or even with Geography and History, Arithmetic, as a practical attainment, is of slight value, if we may judge by the habits of men whom we meet.

The following propositions, introductory to the brief practical suggestions given to the Institute, are here brought together, for the sake of convenience.

1. To be able to get the answer to every example in an arithmetic, implies no arithmetical knowledge of any value. In life we work to find an unknown result. In school we too often work to find a *known* result. Often does it happen that the learned Sophomore, fresh from his mensuration and surveying, stands helplessly wondering what the area of his father's hilly farm may be, or wisely guessing at the altitude of his village spire. So, too, the ciphering school boy never dreams that life will furnish him *questions* enough, but never a convenient "key" to tell him when he answers rightly.

2. The converse of the first remark is also true, viz., failure to obtain the right result to a question in school, by no means implies arithmetical ignorance. This is obvious.

3. Simply to pass through an arithmetic, absorbing its teachings, is almost profitless. Such a course throws away the valuable training which has been spoken of, viz., discriminating between those parts which must be from their arbitrary nature simply received—absorbed by the mind,—and those more living parts and truths which ought to spring up and grow *in* the mind of the learner; neither is any use made of the invaluable training to exactness of reasoning which arithmetic affords.

4. To go through the arithmetic using "baby-talk" or childish redundancy and inelegance of expression, either in teaching or in recitation, (and this is all too common in our best schools,)

throws away another element of value already mentioned, viz., training to concise and elegant speech. "How many times will 4 go into 8?" "9 wont go exactly into 83, for there's two over!" "To prove whether I've got the right answer to this *sum*, I add this and this together, and then if it's like that it's right!"—(Quotations from schools visited in Litchfield Co.) How much better for a class and teacher understandingly to say—Divide 8 by 4 and what will be the quotient? 9 will not measure 83; or 83 is not a multiple of 9. To see whether my *work* (not answer) is correct, I add the remainder to the subtrahend, and if the sum equals the minuend the work is correct. It would be easy to illustrate further and more strikingly this point. Space will not allow. Let it be borne in mind by the teacher that every substantive idea that can arise in arithmetic, has its own appropriate name—*exclusively its own*. Circumlocution need rarely be resorted to.

5. Merely to assign lessons, and look at "answers," to see that they agree with the "Key," may be easy teaching, but it is not good teaching. Two, or, at most, *four* ordinary examples from our arithmetics, are *more* than a class can *properly* study. They can *get the answers* to twenty with very great ease; but they cannot get the training which arithmetic lessons should give. A mathematical *reasoner* is as far superior to a mere accountant, as the human voice is superior to a sweet organ-pipe.

These introductory principles are of value as guides in teaching. A few illustrations of their application in elementary instruction are subjoined.

We have said that Nomenclature and Notation are the only arbitrary facts within the scope of mathematical instruction. In the following dialogue, the teacher's questions are designed to excite the learner's mind to thought; wherever an arbitrary fact or name is given by the teacher, it is Italicized.

[*Mem.* The class is supposed to know how to *count* orally from 1 to 100, and to be able to make the figures 0 to 9 understandingly. The lesson is upon *Notation.*]

T. "Count from 1 to 10; who can?" Sch. "1, 2, 3," &c. T. "From 10 to 20; who?" 2d Sch. "11, 12, 13, (thir*teen*, four*teen*," &c.) T. (to 1st Sch.) "What was the last word you said?" Sch. "*Ten.*" T. (to 2d Sch.) "What did you say after 12?" Sch. "Thir-*teen.*" T. "You (1st Sch.) said *Ten*, and you (2d Sch.) said Thir-*teen*. Which is larger?" Sch. "Thirteen." T. "How much larger?" Sch. "Three." T. "What does *Thir* sound like?" Sch. "Three." T. "What does *teen* sound like?" Sch. "Ten." T. "What does Thirteen mean?" Sch. "Three and Ten." T. "14?" Sch. "Four and ten," &c. T. "*Teen*" *always means* "*and ten*," and

"*Ty*" (after similar questions upon 30, 40, 50, &c.) "*means times ten*," &c., until 100 can be *written*.

T. "After you had counted 9 *ties* or *tens* and nine units more, what did you say?" Sch. "Hundred." T. "How many hundred?" Sch. "*One* hundred." T. "Yes. Write *One* for me on the board. Write one Ten for me. Write one Hundred for me. How many units—(Note—this abstract term *unit* is nonsense to a child. It should, in instruction, always be associated with some convenient thing for constant use—as a shot, a grain of wheat or barley, or small bean—small enough and cheap enough to allow the teacher to make successive bags of ten, hundred, and thousand for the sake of clear illustration.) How many shot did you count before you said Ten?" T. "How many shot make one Ten-bundle?" "How many Ten bags did you count before you said *one* Hundred-bundle?" "Now if I put one shot in this Hundred-bundle (doing it as the remark is made, thus addressing the *eye* as well as the ear) how many shot?" Sch. "One hundred-bundle and one shot," &c., &c. T. "What shall we call this, now that I have put together one hundred-bundle, nine ten-bundles and nine shot?" Sch. "199." T. "But now I add another shot, and do up the whole in *two* bundles. Two what?" Sch. "200."

T. "Now here's a bigger bundle yet—(showing a bag with 1000 shot in it)—it is full of hundred-bundles. How many units (shot) in this little bundle?" Sch. "*Ten*." T. "How many little bundles in this *hundred*-bundle or bag?" Sch. "*Ten*." T. "How many hundred-bags do you *guess* there are in this new bag, which you never saw before?" Sch. "Ten." T. "Now listen. *We* CALL *this bag the thousand bag*," &c., &c.

Not to go further in this diffuse style,—it must appear evident to every teacher,—(1.) That a class would be fascinated by such teachings; and (2.) that they would understand—the *bundle or bag system*, at least; and (3.) that if these ideas can be transferred to the blackboard and slate, Arabic notation is taught.

Draw the outline of these bags upon the board, put a number upon each sketch, gradually lose the bag shape, and let the figures stand, and in the mind of childhood the well-taught lesson will be found to remain.

The converse of this operation—Numeration—may come up thus: (there are fifty roads by which a teacher may reach the same truth.) T. "In Mr.——'s barn, I saw him trying to measure how much shelled corn, and oats, and potatoes, and apples there were on his floor; and he worked away and found that, all mixed together, there were 100 bushels: of what? of corn? of oats?" T. "Well, he knew how much the oats were worth a bushel, and the corn, and the potatoes; but how

shall he find out the value of them all?" Sch. "He must get the oats together and the corn together, &c., &c." T. "I guess he'd get tired of the job, picking out the corn from the oats; next time he'll be careful not to let them get mixed. But here I have some *millions*, and some *thousands*, and some shot, all mixed together; what shall I do first?" &c., &c.

Advancing to addition we find the same style of illustration practicable, using the "bag system," and requiring the child to do by eye and hand, the very same thing which we wish him soon to do with the mind *only*. The "*carrying one*" is no arbitrary fact to be memorized, for whenever the child has found 15 shot on the table, he has always made by *common sense* one ten-bag and had five shot remaining.

It is not proposed to write a treatise at this time upon arithmetic. If a teacher adopts the suggestions already made, and illustrated *elementarily*, he will find as he advances in teaching, that from "Notation" to "Miscellaneous Examples," in any arithmetic, there is no necessity for the child to study or memorize a single rule for an *operation*. If the teacher is ready to *give* the notation and the nomenclature clearly, every other part of the entire science of numbers will be found ready to spring up, whenever the attention of the learner is drawn to the subject in its proper place and with its proper connections.*

There are two departments for labor and attainment, in the pursuit of arithmetic. One we have dissussed already as most highly important, the department of *mental* training. But besides this, should be noted and cultivated *manual readiness* and neatness of work. To know *how* to satisfy a problem is, of course, first and most important; to do so rapidly and neatly is an important accomplishment, and should be carefully sought after by every thorough teacher.

Recitations in arithmetic should be—1. *Fluent* explanations of the operations required by the various examples, using words mathematically, i. e., concisely and exactly. 2. Examination of the style of ciphering, &c. 3. Solution of examples, more or less of them upon the blackboard. N. B.—Every recitation should have its written exercise, to evidence that every scholar has done some *thinking* since the last recitation. (See remarks upon Language.)

Teaching should be conducted by questions, and never by the rehearsal of rules or set forms of expression, except in giving arbitrary laws of notation, etc. The idea should be thoroughly developed in the mind of the learner, before any set lan-

* Manifestly many of our Arithmetics are faulty in their arrangement; as they do not allow this strictly progressive and productive character to be observed by a teacher. The arithmetic usually known as "Thompson's Practical Arithmetic," is in general use, and is as little liable to criticism upon this score as any with which the writer is acquainted.

guage be allowed. Teach the thought first; *then* give the words, or require the rules of the book to be memorized. To memorize a rule first, and then work by it, makes arithmetic a mere empirical puzzle book and key. To think out an operation, and then describe that operation in language, makes arithmetic a noble begetter of close thought and accurate speech.

Large classes of *unequal* individual attainment, are no material disadvantage, if instruction be imparted as suggested above. Large classes, short lessons, much thought, few words, neat penmanship, and slow growth, will help to make good arithmeticians.

A thousand detailed hints are omitted here. The principles already discussed imply them all, and, if adopted, will assuredly bring the teachable teacher to a better comprehension of the whole matter, than any words or hints of another. One only in addition to what have been already given.

The skilful teacher will *compose* more examples for the exercise of the classes in arithmetic, than he will take from the book. Commercial problems from a newspaper of late date; domestic problems suggested by a thousand incidents observed in "boarding round;" social problems taken from the tax books and census returns. Questions such as these are the questions which the learner must deal with in *life;* why not then in *school?*

3d.—Geography and History.

In discussing the subjects Language and Arithmetic, enough has been said, to make evident the style of teaching and illustration, which are deemed desirable. Therefore, in the discussion of the present and succeeding subjects, a brief statement of points worthy of attention must suffice.

1. The indiscriminate use of Geography in schools,—the habit of rushing through the book or atlas—learning a lesson one day *merely for recitation*, and forgetting it the next, neither teacher nor scholar clearly perceiving the value of the study; is certainly very objectionable.

2. Studying lessons about Kamtschatka and the Feejee Islands before the contents of one's native county are known, seems rather absurd.

3. Talking about seas, lakes, oceans, &c., when the learner deems every puddle a lake, and every brooklet a river, and every inland lake he ever saw an ocean, may indeed be *talking* geography, but it surely is not learning any thing either useful or true.

4. Describing the political divisions of Europe before the political dvisions of Connecticut are known; learning the boundaries of New York, ere the scholar has *practical* sense enough

to describe the boundaries of the school-house, or the town in which he lives;—these and similar upsettings of natural order, may, indeed, make a showy class—may win applause from an undiscerning committee; but they surely do not give *useful* knowledge or discipline of mind to the learner.

Similar criticism may be justly passed upon many loose methods of teaching and reciting History. It is believed firmly, that every study that belongs properly to our public schools, may be shown to a class, as obviously so useful and desirable, that no further motive or stimulation to industry will be needed.

5. Singing classes, that in *unison* can sing all the names of the atlas in their proper order and place, give very showy results, and develop remarkable readiness in verbal memorizing. It is certain that little geography is learned.

Leaving this always easy task of fault-finding, some affirmative suggestions may prove of value.

1. In early youth, it is always so unwise to talk about things whose realization in the learner's mind is of necessity imperfect, that the first labor in every study should be, to ensure a perfect conception of the things, the names about to be used. Hence geographies always begin with definitions of terms. Let it be noted here, however, that to early childhood, definitions are as blind and dark oftentimes, as the thing defined. *This holds true of all definitions in every study offered to childhood.*

Very *rarely* can a definition of a term be successfully addressed to the *ear* of the young learner. Ear-knowledge must be explained to the eye. Eye-knowledge must have its definitions addressed to the ear; and, in general, it is a law of early childhood, that: *Successful definition or explanation must enter the mind by a different avenue from the one by which the thing explained seeks admission.* As a scholar advances and gains power of conception and of language, of course this law becomes less and less widely applicable, but it is never entirely forsaken.

All geographical terms, all expressions of size and distance, require express development by the teacher. The concise words of the book are always more easily learned; but it is claimed here, that in such a course, nothing is learned but the words. The hill, the valley, the puddle, the brook, the bounded field, &c., are *little* geographical facts which address the eye. These are available, therefore, as definitions. Maps of the school-room, of the yard, of the farm, of the village, should precede maps of the world, &c.

2. Relative size and distances. Here is a most difficult subject to teach well. But it can be accomplished. Beginning with things known and measurable, and mapping them, (i. e., beginning with the inkstand, next the desk, next the room, house,

lot, field, town, county, state, &c.) it is easy to call the attention intelligently then to the fact that maps of the same size, are often the representatives of very various magnitudes. Finally, one large map of the world, (Bidwell's Hemispheres,) large enough to exhibit Connecticut, may then, with some hope of success, be used to give some idea of the vast globe.

3. The geometry of our maps—(the meridians and parallels) —may, in the same progressive manner, be brought within the comprehension of a class.

4. Tropical knowledge of boundaries, population, products, &c. should begin at a centre—the school-house,—and radiate, or rather, circulate round it, in larger and larger arcs, as long as the study continues. It is not urged in these hints, to throw aside the geographies in use, as being useless. It is only required that *the order of arrangement* followed by them be thrown aside, and the books retained and used as we use a dictionary; not to be read straight through, but to consult when we wish to obtain some precise information. This is the use which a teacher should make of all text books in school.

5. Fifty copies of any commercial paper, all of one date, will be found suggestive of more interesting and useful geographical, arithmetical, and miscellaneous yet useful questions, than any one term of study in a school will suffice to answer. The lad who can answer all the geographical questions that rise in any *one* copy of the N. Y. Tribune or Journal of Commerce, is more truly proficient in the study, than one who can repeat a gazetteer word for word; the former has practical, useful knowledge, the latter has only "*book-learning.*"

As well here as any where, it may be remarked, that a newspaper is about as cheap and useful a school-book as can be introduced into our schools.

6. In connection with History, Geography becomes very interesting and useful. A map of every battle-ground, drawn on the slate or blackboard, goes far to break up the monotony of a memorized recitation in History. A checker-board map of Philadelphia does more to teach its peculiar squareness of corner, than any amount of recitation.

7. To cultivate the memory *alone* in the study of history and geography, is unwise. Yet it should not be neglected. Let a class be divided into two equal parts. Then let these two divisions *alternate*, one of them memorizing words closely, and the other reciting in their own language. Thus one-half of the class will *explain* for the benefit of the other, while, if the alternation be observed, no injustice will be done to either half.

8. Map-drawing *from memory*, is invaluable. Let it be done on the blackboard—the floor—the marble ground, and even (if need there be) upon the fence.

Finally, when the teacher is assured that geographical ideas are really in the mind, then, and not till then, is it profitable to memorize and recite definitions, which now stand as mere exercises in language, just as was observed of rules and principles in arithmetic.

Similar principles should guide the teacher in conducting recitations in History. Every town in Connecticut has its local history; and this local history, which every child may learn from its parents, (at least some single fact may be so learned by every child, so that the aggregate will form at school a local history,) will be found to have very immediate connection with the history contained in the book; and just as soon as this connection becomes obvious to a class, so soon does the study cease to be mere memory of dry words. How and when the meeting-house and school-house were built; how the nature and time of election, town and State, happen to be as they are; why some towns send two and others but one delegate to legislature; why they go sometimes to Hartford and sometimes to New Haven, &c., &c.;—such questions as these are the proper introduction to History, and are surely much more useful, practical and interesting, than to begin, "Who was Ponce de Leon?" and then grind on through France, Spain, and England, with a multitude of hard names and old dates besieging the memory, and perhaps *never* reaching or learning aught of Connecticut.

Recitations in both Geography and History allow the preparation of written exercises with very great advantage. A scholar cannot be weaned too soon from the habit of waiting for a question and then answering just it and no more. Every recitation ought to tend to a development of *language*, as has already been observed. "Tell what you know about the settlement of Connecticut," is a far better question than "When was Connecticut settled?" The former requires a sentence, a long sentence, for an answer; while the latter requires only a date. Few men are able to tell what they know about a subject. Hence the value of school training to attain this valuable art.

4th.—Penmanship and Drawing.

1. Exercises in imitative hand-work may precede alphabetic instruction with great profit. Early to observe shapes and relative magnitudes can be trained in no way so well as by encouraging playful drawing.

2. The training to write, and the training to elegant penmanship, are distinct departments. It has been said already, that the alphabet should he learned by the eye, ear and hand, simultaneously. Letters should be copied, nay, words should be written and sentences constructed, long before a child is put through a course of "pot-hooks and trammels."

Just as in language, a distinction was made between the logical and the technical construction, so in writing (which is but a department of language) there is the—(1.) Writing for the sake of the *sense* written; and, (2.) Writing for the sake of the *forms* written. Of these two, the former is more important, though there is no need of either being neglected. Lawyers usually *write*, yet but few lawyers are penmen. Hence:

3. It is claimed that the hours and days spent in *copy-book* writing, if they are intended as the *whole training* to be given in this art, are an almost useless waste of time. If every recitation in school requires a previously written exercise, a little attention to the mechanical execution of each exercise, will do more for the *writing* of the school, than a dozen copy-books to each scholar.

It should be borne in mind, then, that although the copy-book *is* of value, yet its only value is to teach the best *forms* for letters. To prepare elegant manuscript, elegant letters are but of little importance, compared with even margins, distinct paragraphs, use of capitals, absence of blots, neatness of erasures and interlineations; and in the various writings for business, mere letter-shapes sink into insignificance, if the clerk understands the symmetry of shape, of arrangement, of folding, filing and superscribing all the various papers he must handle—notes, letters, drafts, receipts, orders, bills, accounts, &c.

We never use copies and copy-books for writing after we have left school; why not, then, let school writing be done on letter paper? The best copy-book for any school is a half quire of paper and a cheap port-folio; and the best copy for any scholar is miscellaneous writing, supervised by an intelligent, quick-eyed teacher. Let it be borne in mind that no labor-saving device is intended in any of these suggestions. The true teacher must WORK.

4. Whenever a scholar evinces an aptitude for drawing, instead of forcing him to some unlawful indulgence of it upon his desk, or the school door, or in his school book, where some grotesque caricature stands as testimony of his skill, time and paper and pencil should be allowed; but in most small schools, classes for drawing would be difficult and profitless. Few teachers are competent to superintend them, and still fewer parents would allow the expenditure of time and money necessary for the attainment of any considerable excellence. Maps, machines, problems in arithmetic, illustrations of domestic utensils of value, (as parts of a *common sense education*,) should be drawn frequently. Every teacher should learn to express any shape desired, upon the blackboard; ability to interest and benefit a class is increased thereby full one-third. Weights and measures, shapes described, fields, &c., &c., should frequently

be sketched upon the board, and offered to the school to imitate and excel.

A teacher that cannot use a blackboard to illustrate any thing and every thing, is but half as effective as he might be.

5th.—Articulation and Vocal Exercises.

1. The division of this subject into two parts, as given in the heading, should be observed also in practical teaching. Many a noisy man fails to "make himself *heard*" as he thinks, when the defect is really one of articulation and not of sound. Vocal or voice, or vowel-training, and consonant articulation, form two distinct branches of instruction and practice.

2. Learned physiological directions are out of place in an ordinary school. To draw a long breath and retain it a long time is good practice for the voice; better still if accompanied with sharp exercise or exertion. Let boys try who can draw a breath, and run farthest without renewing it, &c., &c. Upright position, prominence of chest and square shoulders, every careful teacher will strive to attain for his school, independently of their value in vocal practice.

3. Vowel sounds, exploded and protracted; long messages spoken at a distance; shouting at recess and while going to and from school; imitation of domestic animals, singing, &c.,—all of them given and received, not as *tasks*, but as real buoyant fun—are the best vocal practice attainable—a thousand times better than all the dull reading that was ever invented. Add to these helps, one general rule, that *recitations must always be audible across the room*, and vocal practice will have had its full share of attention.

4. Correct articulation is more difficult to secure; it is so for various reasons. Few teachers are able to articulate with clearness and precision themselves; all a scholar's out-of-school practice tends to promote carelessness, and fix permanently faulty habits; exercises designed to promote elegance in this art are full and mechanical, requiring wearisome labor on the part of both teacher and class. These and many similar considerations have virtually expelled from our schools all practice in this art.

Unless an interest on the part of the learner can be excited in this pursuit, of course it should be omitted in school. We should adhere to our principles and excite an appetite ere we offer food.

1. Place two scholars at extremes of the room, or, better yet, two or three rods apart in the open air, and require one to dictate, if he can, so that the other may write, *detached* words, such as *maim*, *name*, *bed*, *dead*, *shoe*, *should*, *decrease*, *decrees*, *pot*, *boast*, *weather*, *whether*, &c., &c.; indeed, *any* simple

word without any context from which to guess the sound meant, will be found, nine times in ten, utterly incommunicable from scholar to scholar. Now let the teacher show that such words *can* be enunciated so as to be never mistaken. Show that loud speaking is not so valuable as distinct speaking. It will be found that the practised teacher can *whisper* a single word, so as to be understood at a greater distance, than any scholar can overcome by the loudest shout. To shout "*me*," "*knee*," irregularly interchanging them, and yet be clearly understood at a distance of twenty rods, is more than any, save the most highly practised elocutionist, can do. Let this inability of both teacher and scholar be made obvious in every possible way. Devise games, and set the scholars to finding hard words, and in the pleasant, irregular way, much may be done.

2. Orthoëpic spelling calls attention to sounds, and trains the *ear*, though as a practice to the organs of speech it is of but little value. By orthoëpic spelling is meant, spelling a word, and then returning to describe the sound of each letter or group in the word, according to the pronouncing key in the spelling book or dictionary. Thus:

"H-e-a-r (har) t-y (ti.) A dissyllable. Accent on the first syllable. *H* is a breathing having no vocal sound (let the breath be given here); in this word it becomes vocal by taking the vowel *a*, and we have *ha*. *E* is silent. *A* has the Italian or open sound. *R* is almost silent when it ends a syllable; here it has a trill. *T*, &c., &c. It would certainly sound strangely to hear such talk as this in one of our district schools, from either scholar or teacher. Nevertheless it is *true* talk, and may be made interesting and profitable.

3. Whispering classes, whose peculiarity it shall be to recite in a whisper, and yet be understood across the room, will be found to train articulation very rapidly. The interest in them is soon exhausted; their charm lies in their novelty; hence they should be used sparingly.

4. Union exercises, made as one voice by "beating time" with the hand, and articulating at every second beat.

5. Care that the practice and instructions of these exercises be not annulled by neglect of speech everywhere else. All the school should be trained as critics of the speech of all the school all the time, and the ear of a teacher should be so trained as never to allow an error in speech to pass uncorrected.

6th.—DISCIPLINE; *Order of Exercises, Rolls, School Government.*

1. The difference between a truly professional teacher, and one who simply has *knowledge* enough to teach, lies mainly in the fact, that the former has a system, and knows each moment

what his great purposes are, and is able to say at any time just what he expects in the future as to the nature of his own daily labors; while the latter lives "from hand to mouth," unable to plan a scheme, and perchance unable to execute one if devised for him. They differ, just as a Liverpool-packet master differs from Columbus; the first starts from New York to make Liverpool and no other port. The latter set sail and kept sailing "to see what he could see." Undoubtedly Columbus was the greater man, yet passengers would usually prefer a voyage with our modern packet-master.

Every teacher should have a system. A faulty system is better than none at all.

2. No headway can be made without classes, definite and regular; without an order of daily exercise; without precision of time and class changes; without connection between successive exercises of the same class; without accurate rolls; and without parental acquaintance and coöperation, or at least approval.

Classes are usually too numerous and too small. Schools such as are found in this State, rarely require more than four, or, at most, five classes. Each class can profitably enjoy but four recitations; and many of these, as writing, geography, and ALL memory recitations, may be held, uniting two or more classes.

True, discontent will arise in all our irregular schools at such a step as economical classification. This discontent the teacher must endure for a time; it will very soon pass away. Varieties of text-books is an evil which seems larger than it really is; a thorough teacher will be above text-books, and so, independent of them. But this evil can be, by a faithful and *prudent* teacher, much lessened, if not altogether removed.

The roll-book ought to show—1. Attendance; 2. Punctuality; 3. Conduct; 4. Character of each Recitation.

It will be found that three grades of recitation are as many as can be distinctly discriminated, viz.: excellent, (worthy of praise,) good or tolerable, (such as the mass of scholars are wont to give,) bad, (implying culpable neglect or idleness on the part of the scholar.) The same grades are available for the recording of conduct. Any notation may be used; it is recommended, however, that *good* or *tolerable* be always denoted by the *absence* of any mark, as, in this way, time and manual labor are economized.

The roll-book should be of such form as will allow a monthly abstract from it to be easily made, to be sent to the parents of each scholar.

The *faithful* teacher, will, next to the Bible, study the roll-book of his school. In it, if properly kept, he may read his past history, his present success, and the grounds for labor and hope in the future. The roll-book is the central wheel of the

school machine; the teacher is, indeed, the soul, but without a well-kept roll, he is a wandering, uneasy soul, bodiless and confused.

System, order, regularity, and intelligent teaching in a school will cause a teacher to forget the bug-bear government; a well *taught* school needs no government. The Institute wisely devoted little time to *talk* about school-government; nothing can be more profitless. If we can "*educate*" (see introductory principles,) we can govern, and never know that we are doing so.

Instead of any suggestions which might with interest be introduced here, it seems better to leave the subject abruptly, referring the teacher to a treatise, which says all that can or need be said upon the subject—"*The New Testament of our Lord and Saviour Jesus Christ*"—a guidance surely as safe as it is complete.

7th.—Mutual Relation of Parties interested in a School.

The attention of the Institute was at various times drawn to this subject. Except one brief half hour, no time was allotted to its exclusive consideration.

It is, no doubt, true that each of the five parties, parents, teachers, scholars, school-officers, and the public, have their own *peculiar* duties. Yet little that is valuable will be accomplished, if either one of these five parties sets itself up to criticise or condemn the others. As a caution and an injunction appropriate to all five, it may briefly be said:

Beware of fault-finding; it is very easy to detect fault! Be industrious, laborious; the school needs us *all*.

The following is a brief outline of the duties of these five parties, respectively.

Parents—To sustain the responsibility, and *they alone*, of securing the welfare and education of childhood. Reward and punishment is in their hands. Supervision of a child's habits, neatness, punctuality, &c.—honesty, manliness, &c.—religion, politics, &c.—in short, the *entire* responsibility for childhood's welfare, has been laid by the Creator upon the parents of the child.

Teachers—to accept temporarily such a share of the duties that primarily devolve upon parents, as can be more conveniently and thoroughly discharged by a school, than by a family organization. Intellectual exercise, access of information, social training, require a kind of supervision which parents cannot readily exercise. But the teacher is, or ought to be, if parents were faithful, only auxiliary, and never principal in the estimation of childhood.

Scholars—To render, during the years of their dependence, a willing, intelligent, and entire obedience to the wishes of parents and of teachers, *so far as they express the parental will truly;* to practise those virtues enjoined upon them by superior wisdom and experience, always trusting willingly the guidance of those who merit such confidence.

School Officers—To oversee the building, premises and finances of the school; to protect, sustain and defend the character of both teachers and scholars, as long as they are members of school; to educate and care for the community in all school matters; to *observe* and *advise* with a teacher as to the interior management of the school, in no case interfering with a teacher's labors, nor attempting to practise teachership in school themselves, unless requested to by the teacher himself.

Public in general—To bear the expense of schools; (the school fund *by itself* never did, and never will sustain a decent school any considerable time;) to attend school meetings and insist upon knowing from officers what has been done; to avoid gossiping rumors and tale bearing; to encourage weary teachers by giving them good homes, honorable rank, and suitable compensation; to vote intelligently in such a way as will ensure success to every general State movement in behalf of schools and teachers.

From these general outlines, which have been sketched with little regard to accuracy of phrase, several important specifications of duty should be inferred.

Parents *as they are*, and parents *as they should be*, are very distinct classes,—as widely different as are ordinary teachers and truly professional teachers. There is many an orphan whose parents are living. Hence, oftentimes the teacher must act both as parent and as teacher; and in such cases parental responsibility actually rests upon the teacher. Too often may teachers be heard saying, "He's got such a father that there's no use in trying to do any thing for him at school;" far better were it to say, "He has no good at home, I *must* do something for him at school;" for a teacher is not sent for them that are whole and need no teacher, but for them that are sick.

If a child has intelligent, faithful parents, expulsion may be often *expedient;* but for the neglected and the poor, for the child of the outcast, the school is the only home; ye shall not banish him thence.

It is a part of a teacher's duty to educate parents to *their* duty; and it is part of a parent's duty to educate teachers to *their* duty; a quarrel *always* implies culpability on both sides. Let the stronger bear the burdens of the weaker, for there is load enough to burden all.

If parents stand for rights, and teachers stand for law, and

school officers stand for form and ceremony, each party running his fence to keep out intrusion, and standing watchfully to convict his co-laborer of neglect, there will surely cause enough be found for contention. If after a contention has begun between teacher and parent, or teacher and committee, the teacher talks about *rights*, and sets up to assert them, it is easy to discern the end of all such *unprofessional* acts. A teacher's strength and panacea for all evils, in and out of school, is self-sacrificing industry. If parents are impertinent and unreasonable, labor for their children, give way, give way, give up! but strive to *educate* the child, and soon the breach shall be healed scarless. If officers are meddlesome, officious, and wilful, made so by the little brief authority the law has given them, bear with their presence, raise no remonstrance, pursue your *systematized* course silently, laboriously; strive night and day for a good school, and committee-men will be soon forgotten.

That which is urged thus upon teachers when evils surround them, is equally true as the remedy when committees and parents find themselves associated with incompetent or unreasonable teachers. The principle is simply this: that nine times in ten, if a fault-finder will cease from complaining, and *do* the neglected duty of his negligent neighbor, he will save time, reprove and reform his neighbor, and, better than all, cause no wear and tear of conscience or sacrifice of right.

Hard workers may have difficulties in their hours of *idleness;* fortunately, the *faithful* teacher can have no *idle* hours.

Reward and punishment ought to be in the parent's hand, even when their ground is school conduct; for thus the scholar learns that teacher and parent are but continuations each of the other. School is helped by home, and home is helped by school; but if parents will not assume this duty thankfully, then of course it devolves upon the teacher.

Punctuality and extra school virtues belong to the parent's sphere; but if parents neglect, teachers must assume their culture. Thus as to all the parties whose welfare is affected by a school, though there *are* peculiar duties resting upon each party, yet it is equally the duty of all to make up for the incompetency or idleness of any one, for the *school* is what we labor for, not our own rights or will or character.

There are few teachers who have really studied their profession, but such rarely find difficulty in their relations to society or the school; they are usually, as they ought to be, virtually independent.

8th.—Selection of Studies, Books, etc.

A prominent fault of our schools is, their desire to teach a smattering of every thing; a love of large books, and a seek-

ing after novelty. In Litchfield County scholars may be heard stammering learnedly about the "traction of gravty," "the belts of Jubiter," and the "spinal cord," who cannot read the Bible well or even fluently. Algebra is often coveted; geometry is well admired; English history craved. Large reading books are found in the hands of A-B-C graduates, and critical grammars are swallowed down whole by scholars and teachers, without thought and without after digestion.

There is not a school in the county that cannot be benefited, and intensely interested, too, by lessons drawn from our most elementary school books. Let the Algebras, Astronomies, Geometries, Physiologies, and all large school books, go. A Dictionary, Arithmetic, Grammar, U. S. History, Geography and Atlas, Slate, Paper, Pencils and Pens, will be found to be more than the schools can thoroughly use and master.

Avoid a big, learned book, and beware of all book agents, is safe counsel to every teacher. Seek for elegant elementary books, labor to secure thorough elementary instruction, encourage every teacher who keeps "putting the classes back," is safe counsel to parents and school officers.

In assigning studies to scholars, the teacher ought to be able to act intelligently and with independence. A mere wish on the part of a parent, unstudied, and therefore as likely to be foolish as wise, should not bind a teacher; though equally it should not be *rudely* disregarded. The organization and employment of classes is a duty that belongs to a teacher exclusively. Too many teachers are incompetent to assume this high responsibility; yet surely not *as* incompetent as most school officers and careless parents.

Still less, then, should a teacher be guided in assigning studies to scholars, by the mere whim or wish of a school boy or girl. When physicians are wont to inquire, upon entering a sick room, "*What shall I prescribe for you to-day?*" it will then be time for a teacher to ask a scholar, "What are you going to study?"

What does this scholar *need* to study? where lies his darkest ignorance? are the questions which a teacher must learn to ask, and then to answer. "I've been through the arithmetic three times" is a fact of little value for the guidance of a teacher. "How much do you know?" calls for quite a different answer. And when a teacher has learned to examine well, and ascertain a scholar's real want, he will rapidly come down from all fancy studies, and find labor enough to be done in the very lowest walks of instruction.

9th.—Summary and Conclusion.

In what has been said, much is taken for granted, which, very possibly, may be disproved by cool reflection and actual experiment.

The sum of all that has been advanced seems in brief to be, (1.) There are truths which should lie at the foundation of all properly educational effort. (2.) The present state of things in most of our schools does not conform to *any* intelligible system. (3.) Instruction and school organization may be made systematic by any teacher that will study and labor to accomplish it. (4.) A union of parental and school influence is indispensably necessary for real progress and success. (5.) School officers and the public have a *living*, not a soulless, mechanical duty to discharge, in behalf of our common schools.

Sufficient illustration has been given to show the feasibility of putting in practice many of the suggestions made, but not enough to serve as a "recipe book," by following which a good school may be compounded.

One conclusion may certainly be drawn, if no more. *Teaching* is an art and a profession, as worthy of study and ambition to attain excellence in it, as any pursuit in which man can engage.

The sentiments advanced will prove almost revolutionary, if applied suddenly and in all their breadth of application, to our schools as they now are. Even if they *all* commend themselves to the teacher's approbation, still no prudent man would dream of attempting reform upon all points at once. The discreet teacher will learn how to teach, by taking one subject at a time and bending his whole power to place it upon a proper footing in his school. Select, as most important, the teaching which A-B-C scholars require. Let this be perfected. Let the evidence of success be, that for a week and more, the smallest scholar in school has shown himself industrious, cheerful, and happy; that all the dull drive of discipline has ceased for them, and that they are as contented at school as little children always seem at play.

Having gained one point of professional skill, the next will be found more attainable. But above all things let it be borne in mind, that it is far more difficult to *teach* very young classes, than it is to "superintend the studies" of a college class; let our first efforts be directed to exceedingly elementary instruction. The want of this is THE deficiency in our schools as they now are.

The real district school teacher should be willing and able to act as a missionary—a pioneer in the cause of popular education. New school-houses, ventilated rooms, perfect desks, scrapers, mats and dressing rooms, are not to be despised, as accessories to a good school. Yet an elm tree, with a true, full-hearted teacher beneath it, will be a better school, than any mere money-earning drudge can make, even though he has a palace for his accommodation.

A teacher must in these days work without reward, unless he can realize that wealth which money can never measure; a cheerful, contented spirit, as the reward of an unselfish life. Ye cannot serve school and your own pockets.

In concluding this outline of views which were presented to the Institute, it seems proper to express the keen enjoyment which the writer experienced in presenting them; the pleasure with which he has now complied with the unexpected request of the teachers, to prepare a sketch for reference and preservation; and the earnest desire which he entertains for the advancement of popular education—not by money, nor by show and public festivities, but by Christian zeal on the part of teachers determined to learn to teach, and by awakened effort on the part of parents and citizens, to really and truly educate ALL.

EXTRACTS FROM THE AUDITOR'S REPORT OF EXPENDITURES OF THE CITY OF BOSTON, 1850–51.—"Our Schools and School Houses have claimed, and received as usual, a large share of our annual taxes. Four new Primary School Houses have been built this year, and several of the Primary and Grammar School Houses have been enlarged and improved. The expenditure on School Houses alone has exceeded $81,000; this amount and the ordinary current expenses of the Schools, have required an outlay during the year of nearly $326.000. There are now in operation one English High,—one Latin—28 grammar and Writing, and 188 Primary and Intermediate Schools,—employing 371 masters and assistants, and giving instruction to about 22,000 pupils."

"The New Jail is now so nearly completed that it is calculated that it may be occupied in August. It was commenced in the year 1849. Its length is 269 feet, breadth 173, and it covers an area of 19,600 feet. It is construced of Quincy Granite, and besides the Dwelling House for the Keeper, it has Cells and other conveniencies for accommodating and maintaining, separately, 220 prisoners. The enclosure contains an area of 143,332 feet. The plan of the building admits of its extension, when needed, without disturbing the general arrangements for convenience, supervision, &c. The whole cost thus far has been $462,689,—and when finished it will be within the sum of $500,000."

[The Jail is a splendid specimen of architecture. There is nothing for the schools to be compared with it. By dividing the cost, $500,000, by 220, the number of prisoners it is designed to accommodate, it will be found that the cost per prisoner is $2,272.72, while in the most costly buildings for school, the cost of accommodations does not exceed $75 per scholar. ED.]

MESSRS. EDITORS. — I noticed in the last number of "The Teacher," an article entitled, "A Method of Teaching Spelling." I have for some time past, pursued a course somewhat similar, and as it may be more readily applied to a class of pupils younger than those to whom I judge you refer, I take the liberty of suggesting it. Let the class be equally divided, and while those of one division take their places at the board, those of the other remain in their seats, provided with the Speller, or some other book from which the lesson has been assigned. The word is then distinctly pronounced by the teacher, and while those at the boards write, those in their seats pronounce and analyze, (*spell phonetically,*) great care being taken that each sound is correctly and distinctly given by every pupil. The teacher may then give the meaning of the word, or call upon some one of the pupils to do so, and if those at the boards are not then ready for another word, he may require a sentence *containing* the word; but after a little practice, it will be found that the writing and analyzing will occupy very nearly an equal portion of time. After all the words contained in the lesson assigned, have been written, at a given signal, the writers sign their names to their work, and return to their seats.

The portion of the class that have been occupied in analyzing then pass to the boards and examine the words, checking those they find incorrectly spelled. When the whole list has been carefully examined, the critics make report in the following manner:—M——'s words; two errors. Foreshadow is spelled For-shad-ow. It *should* be Fore-shad-ow. Grateful is spelled, Grate-full; it should be Grate-ful. The writers are required to commence each word with a capital letter, to place a period after each word, and, after some practice in writing, to syllabicate. All carelessness with regard to the above points are noticed by the reporter. Two, three, or four misspelled words may, at the option of the teacher, be considered a failure, and treated accordingly. I find this method of conducting the exercise excites the pupil to a careful preparation of the lesson; and I have known instances where proverbially careless pupils have practised writing the lesson before the time of recitation, that they might be able to write it neatly and in a praiseworthy manner, when called to the board.

By this method, it behoves *every pupil* to prepare every word, as an error in *reporting* is accounted the same as an error in *spelling.*

It has been noticed that some parents are very grateful to the teacher for what he has done for their children while they have others remaining in the school, or expecting to enter.

ESSEX COUNTY TEACHERS' ASSOCIATION.

THE twenty-second annual meeting of the Essex County Teachers' Association was held at South Danvers on Friday and Saturday, October 17th and 18th. The meeting was called to order by the President, Jacob Batchelder, Jr., of Lynn. Rev. Mr. Butler, of South Danvers, addressed the throne of grace. A large number of teachers and friends of education were present.

A lecture was delivered at half past ten o'clock on Friday morning by Christopher A. Greene, of Dorchester, on the various methods of teaching spelling. Mr. Greene spoke of oral spelling in contrast with written; formerly, there had been nothing taught but oral spelling, which had but little to recommend it. This had been succeeded by written spelling, which, being more practical, was fast producing good spellers. Phonography was discussed and pronounced to be impracticable, and not likely to become universal. Pupils should learn to spell from habit, and not depend upon rules or memory. The lecturer described his method of teaching spelling. He had the pupils analyze words in Worcester's Dictionary with him, after which they prepared to spell them by transcribing—thus fixing their forms in the mind,—and finally they were required to write them from dictation in blank books kept for that purpose,—after which each pupil compared his words with the correct spelling as the teacher wrote the words on the board. As pupils become more advanced they require less attention. He had found that children would learn to spell in this way all the words in Worcester's Dictionary in about four years.

The lecture was discussed by Rev. Mr. Harrington of Lawrence, Messrs. Northend of Salem, Wells and Brickett of Newburyport, Baker of Gloucester, and Greenleaf of Bradford. Mr. Northend did not quite agree with the lecturer, that the longer people spelled who learned to spell orally, the worse spellers they became. He had a hundred letters from the gentleman on his left, (Mr. Greenleaf,) and he doubted if a word could be found in one that was not rightly spelled. Mr. Greenleaf would not think it well to test his spelling in that way, but he did believe spelling was getting worse and worse,—he thought the *nonsense column* should be studied—he had learned his spelling from them, and he had now whole pages of Webster's old spelling book in his mind. Mr. Wells hoped the impression would not be made by the lecture that oral spelling should be dispensed with entirely—there were many too young to write, who might be learning to spell. The subjects of phonography and pronunciation were also discussed by *the same and other* gentlemen.

At 2 o'clock, P. M., a lecture was delivered by Dr. James W. Stone, of Boston, on the subject of Phonetics. Four of the children from the Boston Phonetic School were present and illustrated the subject practically. These children were of the ages of $5\frac{3}{4}$, $6\frac{1}{2}$, $7\frac{1}{2}$ and $7\frac{3}{4}$ years, respectively; they had been one year under phonetic instruction, and eight months of the time they had read in the Romanic print, no one of them having spelled in it before the first of last January.

The children were examined in reading and spelling, in which they displayed remarkable facility, considering their age and the time they had devoted to these branches; their enunciation was especially good.

The Doctor said that the reason these children were so proficient was that they had been taught by a system that tells no falsehoods, that does not mislead the child by having a variety of sounds for the same character, or a variety of modes for representing the same sound. In the common system, for instance, the sound of *a* has thirty-four representatives; *aigh* in str*aight*, *ai* in v*ai*n, *ay* in b*ay*, *ea* in gr*eat*, *eigh* in w*eigh*, *ey* in th*ey*, &c., &c. Of the six thousand words in our language, only sixty were spelled according to the name sound of their letters. A great number of words were given by the audience, all of which the lecturer showed could be pronounced differently by giving other sounds represented by the same letters, in other words; for instance, *cat*, with the soft sound of *c* and the long sound of *a*, becomes *sate*. The great advantage of phonetics consists in having a character to represent each sound, and in having the same sound uniformly represented by the same character; by this means the child is required only to learn the sounds and their representative letters, in order to be able to spell any word he may hear pronounced. The Roman print was never adapted to the English language.

Dr. Stone gave the history of Phonetics, and a statement of its present position. It had driven stenography from the Senate chamber at Washington, and all but a single member had testified to its superiority. The Massachusetts Committee on Education had given a favorable opinion of it, and recommended its introduction in the public schools of the State. It had been introduced into several of the public and private schools of Boston. The testimony of literary men was adduced as evidence, that by this system provincialisms would be avoided, and that it would in no way obscure the derivations of words. Dr. Stone alluded to a statement made by the lecturer of the morning, that the phonetic system would prevent changes in the pronunciation of words. This he deemed no objection, and assumed that changes were not desirable,—that a fixed pronunciation was preferable. To show how deficient children are in spelling

by the common system, he referred to a letter from Mr. Sherwin, of Boston, in which he stated that of the thirty-six pupils presented for admission to the High School, only eleven had spelled one half of the trial words correctly.

After the lecture, the children were exercised in analyzing and spelling words, given out indiscriminately by the audience. Then followed a spirited discussion, in which Messrs. Wells, Cowles, Greenleaf, and the lecturer, took part. Mr. Greenleaf had come an opponent, he should go away an advocate. Mr. Wells proposed several questions, which were answered by the lecturer. Mr. Cowles said that the lecturer had based his arguments principally on, 1st. Example; 2d. The difficulties of the Romanic system; and 3d. The testimony of distinguished men. The first he deemed unfair;—these children were very intelligent, they were brought forward under the most favorable circumstances, and had been drilled to a particular end—he had learned the Romanic system, and had found it very useful, nor did he recollect to have had such difficulties as were stated to be in the way of its acquisition;—he would like to inquire how the child is to learn to pronounce the words ending in *ough* by first learning phonetics, in any other way than just as he does now; though it is stated that the system is to be employed to facilitate the acquisition of the common system. As to the argument drawn from the opinion of *great men*, it made little difference to him what they might think.

To these objections, Dr. Stone replied, that though the children were not the poorest that could have been selected, yet he was not aware of their being above the average intelligence of children of their age—he thought the school just formed at Chelsea, would exhibit much greater progress, with the same attention; the Boston school had labored under serious disadvantages, from want of facilities, and, moreover, the children had been sick for a portion of the time since it was formed. Their progress was creditable to the system, and only to that. One reason that they read so well in the Roman print, was, that they acquired such facility in reading from the phonetic books, that they loved reading for the information they obtained by it, and from a love of information they were induced to reach it through the Roman print. They were not behind other children in the other branches of school instruction, but probably in advance; the little time required to learn to read by the phonetic system, left them more time for the study of other branches. The phonetic system taught with such definiteness, that when the child met a combination, he had at least an approximate idea of its pronunciation. He was well aware that the gentleman who had objected to his "great names," would not be influenced by such an argument, but a majority of persons would be influenced by it.

The Report on School Supervision was postponed to Saturday morning, and the Association adjourned.

Evening Session.—At 7½ P. M., the Association was addressed by Gen. H. K. Oliver, of Lawrence, in a most impressive and happy manner, upon the teacher's manners and morals. As this lecture is soon to be published, we forbear to attempt an abstract of it;—we commend it to all teachers as a most instructive and irresistible appeal. It was delivered in the Second Congregational Church, to a large and attentive audience.

Saturday morning, October 18th. At half past eight, A. M., the Association met for the choice of officers; the following Board was elected.

Jacob Batchelder, Jr., Lynn, *President.*
John Batchelder, Lynn, *Vice President.*
Geo. A. Walton, Lawrence, *Recording Secretary.*
M. P. Case, Newburyport, *Corresponding Secretary.*
S. W. King, Lynn, *Treasurer.*

Thomas Baker, Gloucester,
John Price, Manchester,
W. K. Vaill, Salem,
E. G. French, Newburyport,
A. Cogswell, Ipswich,
J. V. Smiley, Haverhill,
} *Counsellors.*

The proposed amendment of the Constitution was discussed by Messrs. John Batchelder, Galloup, Fairfield, Wells, and others, and carried by a majority of three; accordingly the semiannual meetings will be held on the Friday and Saturday succeeding the annual Fast.

The Report of the Committee on School Supervision was read by their Chairman, Charles Northend, of Salem. In this report, the importance of proper school supervision was set forth, and the requisite traits which should mark the character of a superintendent. He should have good common sense, varied knowledge, and a sympathizing heart—he should not be deeply immersed in other business;—the clergyman's parochial duties claim his attention, lawyers and doctors are subject to many interruptions, and merchants, farmers and others cannot give much time to the subject. To a man who is a do-nothing there are very strong objections. It was recommended that in each town, three, five or more be elected as a school committee, which committee should at once appoint a salaried agent, whose duties should be to supervise the several schools, to meet the teachers and parents, to adjust difficulties, to contract for repairs, to advise with the school committee, and to make annual and other reports of his transactions.

A discussion followed the reading of the report—some objecting to superintendents on the ground that too much power

would thus be vested in one man, who might become tyrannical; Mr. Northend answered the objection by saying that the committee could easily remove improper persons. Providence and Gloucester were cited to show the beneficial results of such supervision. A letter from Mr. Calhoun, of Springfield, on the subject, was read. After the discussion, in which Messrs. Carlton, Vaill, and Northend, of Salem, Wells and Brackett of Newburyport, and Chute of Ipswich, took part, when the matter was referred to a special committee consisting of Messrs. Wells, French, and Case, of Newburyport, with instructions to report at the next meeting.

At 10 o'clock A. M., D. P. Colburn, of Dedham, addressed the Association on the subject of Arithmetic. He spoke of the estimation in which this study was held by parents, teachers, and pupils. Years are devoted to the study, and yet merchants and practical men often assert that all they learned in the school profited them much less than a few months' experience in the counting room. The reason for this is that the elementary training is neglected, the child is hurried on without being well grounded in first principles, and large numbers are presented to the child before he can comprehend the smaller ones in all their relations. In the elements we find all that is necessary for perfecting one in arithmetic;—what follows on, but different forms of applying these elements. Teachers themselves should understand the system we use. The decimal system is a strong basis, but he believed after the pupil had been well drilled in the primary arithmetic he could lead them more readily to understand numeration by employing some other number as a basis than ten. The secret of true teaching is to lead the child on step by step till he meets a difficulty, and then to teach him thoroughly to overcome it. Mr. C. gave here some illustrations on the blackboard of the way numeration might be taught with other than a decimal basis. Children are not properly taught numeration in the commencement,—they are taught to say one, two, three, &c., up to ten, and the parent says he can count ten; but very likely the child has no correct idea of number, and would not be able to count you out ten things from a number of things. Mr. C. then showed how he would employ sensible things in teaching. Children could propose practical questions to the class. Thoroughness required that the number one should be presented and comprehended in all possible ways before even two be taken up, and the skill acquired in the use of *one* will assist to a comprehension of *two*. When *two* is presented, a great variety of questions should be asked, to assist in the perfect understanding of the new number, as, How many are 1 and 1? How many shall I have left, if from these two books one book be taken away? &c After the lecture the following resolution was unanimously adopted.

Resolved, That the thanks of this Association be presented to the several lecturers who have addressed us during our meetings; to the reporters who have noticed the proceedings of the Association; to Dr. Wheatland, Secretary of the Essex Institute, for his polite invitation to the members to visit the rooms of the Institute; to those editors and proprietors of newspapers who have given gratuitous notice of our meeting; to the proprietors of the Eastern, Essex and South Reading Branch Railroads, for special accommodations; to the Committee of the Second Congregational Society in this place, for the use of their church, and to the citizens of Danvers generally, for hospitalities so generously extended to the members of the Association.

At 12 o'clock, after having sung Old Hundred, the Association adjourned.

The next meeting will probably be held at Newburyport.

GEORGE A. WALTON, *Recording Secretary.*

Lawrence, Oct. 22, 1851.

SCHOOL STATISTICS—STATE OF MAINE. The population in 1850 was 583,235; the number of polls, 105,539; the valuation, $100,162,083; and the per cent. of school money raised by tax, .0027, or 2.7 mills on a dollar. The number of districts is 3,948; the number of male teachers, 2,706; female teachers, 3,921. The average wages of male teachers per month, exclusive of board, is $16.66; the average wages of female teachers per week, exclusive of board, is $1.48. The average length of schools is 18.8 weeks; 152 schools have been suspended during the year in consequence of the incompetency of teachers. Of the 3,608 school-houses, 1,596 are represented as good, and 2,012, bad. The number of school-houses built last year is 120. The whole number of scholars is 230,274, and the mean average attendance of the summer and winter terms is 103,794, being 45 per cent. of the whole number of children between 4 and 21 years of age. The whole amount of money raised by tax for the support of schools is $264,351.17.

It is an authentic anecdote of the late Dr. Nathaniel Bowditch, that when, at the age of twenty-one years, he sailed on an East Indian voyage, he took pains to instruct the crew of the ship in the art of navigation. Every sailor on board during that voyage, became afterwards a captain of a ship. Such are the natural consequences of associating with a man whose mind is intent upon useful knowledge, and whose actions are born of benevolence.

RIGHTS OF SCHOOLMASTERS IN CORRECTING PUPILS.—In the Supreme Judicial Court, now holding at Cambridge, the case of Commonwealth vs. Kimball, a school teacher in Framingham, for assault on a pupil, came up on exceptions to the instructions given the jury in the lower Court, as to the right of a teacher to punish a scholar corporeally. Chief Justice Shaw settled the instructions to have been correct. They were as follows:

"That if the defendant inflicted blows to enforce discipline, the presumption was that he did it in the due and proper execution of his duty, that he was put in the place of the parent, and he might inflict moderate and responsible punishment for any violation of a rule of the school, and if the pupil had violated a rule, and if for this the defendant had inflicted punishment according to his own judgment, and it was not excessive and unreasonable, he would not be liable; but if, on the contrary, they should be satisfied that the punishment inflicted was unreasonable and excessive, and the pupil was thereby injured, the defendant would be liable, although the injury so sustained was not a lasting one."

EXAMINATION.

A school mistress presented herself before the superintending school committee of one of our country towns, for the purpose of being examined in the branches of education necessary to teach the young idea to shoot; when the following dialogue took place:

Gents, I have come to get my certificate of my qualification to keep school in this town.

Mr. Well, I have a few questions to ask; (with dignity,) How old are you?

Eighteen, sir.

Mr. How much do you weigh?

One hundred and fifty.

Mr. How many cows does your father keep?

Nine, sir.

Mr. Ain't you a cousin to Harriet Felton?

I am not acquainted with her.

Mr. Think you can lick Sam Jones's Bill? he's an awful bad boy.

Yes, sir, I think I can, if it is necessary.

Mr. Well, I guess you'll pass, and if you have any trouble in flogging Bill Jones, send for me.—*Anon.*

A WORD FOR OURSELVES.

In the closing number of this volume of the Teacher, it seems appropriate to take a slight retrospect of the past, in order that we may the more justly estimate our grounds of hope for the future. So far as the writer's knowledge extends, this is the only educational journal in our country, conducted and sustained wholly by a association of teachers. This circumstance is in itself a recommendation, inasmuch as it serves as an incitement to the teacher to make known his views and modes of instruction and discipline, this work affording the most appropriate medium through which those views and modes can be discussed.

Many things which in theory appear beautiful and promise great results, are found, in practice, to be wholly inapplicable or entirely inefficacious. We would render all the youth of our land, highly intelligent and thoroughly virtuous; we would guide them to the surest paths of usefulness and happiness in this life, with the hope that these would lead to never-ending happiness in the life to come. Could we work upon the intellect and heart with the same certainty that we work upon brute matter, we should be sure of our purpose. But the diversities of human character and human capabilities are indefinitely more various than the teints which beautify and distinguish the works of nature. Hence in education, no particular plan, however faithfully pursued, will be attended with universal success. The science of education, like that of medicine, must, in a great degree, be founded upon experience. We must know, therefore, what measures others have tried, and what degree of success has attended their efforts, if we would be assured of the correctness of our own course, or if, realizing its defects, we would seek, with any degree of confidence, an efficacious remedy. We want, in short, the results of experience, and these must be almost entirely furnished by the practical teacher.

In supplying these lessons of experience, we trust that the Massachusetts Teacher has done some service. Diverse and conflicting views have been advocated with a spirit of amity and an honest desire to arrive at the truth. Nevertheless we hear the call for more practical matter. The inexperienced teacher wants to know, not so much what is to be done, as the surest means by which the work can be accomplished. It is hoped that in future this demand will be more fully supplied. Let writers tell us how they teach, by what motives they stimulate their pupils to healthy, vigorous intellectual exertion, to the observance of the laws of health, submission to necessary and salutary government, to good manners, to purity of thought, and strictly moral conduct. Let them tell us of their success and

their failures, that thus they may set up beacon lights for the guidance of others.

We would bespeak for the journal a more extended patronage. This we would do, not because it has not received fair encouragement and support, for in this respect it has fully equalled any reasonable expectations, but in order that it may fill a wider sphere of usefulness, that it may elicit the thoughts and embody the experience of a greater number of instructors. Some may think that they are too wise to learn, that their own modes of teaching and governing are the best, and admit of no improvement. If their estimate is just, they are peculiarly fit to guide efforts of others; they are the teachers whose communications can do the most good, and to whom the inexperienced and less successful may rightfully look for aid. Nor let the timid and those seeking for light fail, through diffidence, to add to the pages of this work. True, each editor has the entire control of his own number, and may adopt or reject any communication addressed to him; but it is believed that each will exercise a fraternal courtesy, and admit any thing, which, in his opinion, will promote the great cause of education. There are many objects which deserve support and encouragement, on account of the general good that will probably result from them, and among these, education stands preëminent. To the friends of humanity, whether teachers, school committees, or parents, we trust that our appeal will not be in vain.

What is the Secret of Success?—Hear Henry Clay answer the question. In a speech at the National Law School, at Ballston Spa, he said: "Constant, persevering application will accomplish everything. To this quality, if I may be allowed to speak of myself, more than to anything else, do I owe the little success which I have attained. Left in early life to work my own way alone, without friends or pecuniary resources, and with no other than a common education, I saw that the pathway before was long, steep and rugged, and that the height upon which I had ventured to fix the eye of my ambition, could be reached only by toil the most severe, and a purpose the most indomitable. But shrinking from no labor, disheartened by no obstacles, I struggled on. No opportunity, which the most watchful vigilance could secure, to exercise my power, was permitted to pass by unimproved."

Mr. Wheeler of Worcester, to whom the editorial care of the present number of the Teacher belonged, not being able to attend to that duty in consequence of protracted illness, the copy has been furnished by the Resident Editors.

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